

WE STAND FOR AMBITION.

University of  
**Kent**

# VALUING EVERYONE

2024-25 Equality, Diversity, and Inclusion Annual Report





## Contents

Foreword	3
Introduction to Associate PVC EDI: Professor Gurprit Lall	5
Introduction	6
Progress against our strategic objectives	8
Appendix 1 – our staff and student profile	22
Appendix 2 – looking ahead – our continued commitment to inclusion	66



# FOREWORD

---

**The 2024–25 academic year has marked another busy year in the University’s ongoing commitment to Equality, Diversity, and Inclusion (EDI), with significant progress made alongside complex institutional and societal challenges. We have made considerable progress in creating an overarching direction for EDI work at Kent, notably through the creation of the 2025–2030 EDI Strategy. Shaped by extensive staff and student consultation, and aligned with wider institutional priorities, the new strategy ensures the embedding of our core principles (Nothing About Us, Without Us<sup>1</sup>; Inclusive by Design; Data Informed, Experience Led; Visibly Inclusive) and sets out clear vision for EDI at Kent. The launch of the strategy is planned for September 2025.**

Among our most significant achievements, we were awarded the Race Equality Charter (REC) Bronze Award in October 2024—a milestone on our journey towards becoming an anti-racist institution, and an external recognition of the progress we have made and our future. The REC Monitoring Group has since been established to oversee delivery of the associated action plan. Additionally, the awarding of Athena SWAN Silver status to Computing, Engineering and Mathematical Sciences represents another major development.

Accessibility remains an area of concern—both physically across our campuses and in terms of digital and research support, and work continues to address these barriers and ensure inclusive access for all. Balancing our responsibilities under the Equality Act 2010 with our commitment to academic freedom and freedom of expression requires sustained, careful work. Efforts are underway to create a culture that fosters respectful dialogue and the open exchange of ideas for all, and which is also free from discrimination.

<sup>1</sup> Credit is given to the Disabled People’s Movement for the slogan ‘Nothing About Us, Without Us’, which originated within the disability rights community and was coined by James Charlton as the title of his 1998 book. It sums up a vision that people with mental health disabilities must be meaningfully involved in every element of mental health support and delivery. At Kent, our goal is to ensure meaningful engagement with people with lived experiences and from marginalised backgrounds in all elements of our EDI work, in regard to development and delivery.



We continue to address substantial challenges, especially regarding resourcing and although structural changes across the institution have been significant, I am confident that EDI is being better embedded into all major decisions through a robust Equality Impact Assessment (EIA) process, developed in close collaboration with project leads. Changes to our management and governance framework provide a new model which strengthens accountability, enhances communication, and provides a clear link between School-level activity and central governance.

We are operating in a socio-political climate that is increasingly uncertain and volatile, and we must continue to adapt and make choices about how we prioritise our activities and resources. Through all this, our institutional commitment to EDI remains steadfast, and we continue to build the foundations for a more inclusive, welcoming and equitable University community.

**Professor Georgina Randsley de Moura**

Acting Vice-Chancellor

July 2025





# INTRODUCTION TO ASSOCIATE PVC EDI: PROFESSOR GURPRIT LALL

---

**Professor Gurprit Lall has been appointed Associate Pro Vice-Chancellor for EDI. This new role will provide academic and strategic leadership on staff and student equality and diversity and lead Kent forward in ensuring a strong and inclusive culture at Kent. Gurprit will also continue his role as lead for the Medway Strategy.**

His career includes roles as the Deputy Director of Division (People) within the Division of Natural Sciences, lead for the Medway Strategy, co-Chair of the BAME Staff Network, member of the Athena SWAN iSAT and REC Self-Assessment Team and leadership positions as Director of Graduate Studies Division of Natural Sciences, Head of School at the Medway School of Pharmacy and Associate Dean of the Faculty of Sciences. He is a Governor at the Leigh Academies Trust and a Member of the Governing Board of The Thinking Schools Academy Trust.

Gurprit said; 'I am looking forward to taking on this new role at the University and building on the amazing work that is already being undertaken within the EDI space. I see this as a great opportunity to make a positive difference to the culture of our university by further imbedding EDI into our everyday practices.'



# INTRODUCTION

## Changes to EDI at Kent

Significant changes to the EDI structure at Kent took place throughout the 2024-25 academic year, in line with the Kent 2030, Education Modernisation 25 and Target Operating Model objectives. This included the introduction of an Associate PVC EDI in November 2025, a review of the EDI Governance structures, and the introduction of dedicated EDI Leads within the new School structure from January 2025 onwards.

In May 2024 Staff EDI moved from Academic Planning and Performance to Human Resources, under the remit of Talent and Organisational Development, with a new Head of Talent and Organisational Development taking up position in January 2025. Student EDI remains within Student Services, with the Student EDI Officer taking on additional responsibilities to support the Staff EDI team in the absence of a Head of EDI. The proposal is for a new EDI Manager role to be created to replace the vacant Head of EDI role. New School EDI Leads were in post from January 2025.

## EDI Governance Structure

### People Committee

People Committee (a sub-Committee of Council) has overall accountability for legal compliance.

### The Vice-Chancellor

The Vice-Chancellor provides leadership and support and hold the Executive Group to account on organisational progress on equality, diversity, and inclusion, and on compliance with legal obligations under the Equality Act (2010). In May 2024, this responsibility shifted from Karen Cox as the previous Vice-Chancellor to Professor Georgina Randsley de Moura as the acting Vice Chancellor. Due to this change in leadership, EDI leadership moved from the remit of the Pro VC (Academic Planning and Performance) to the Interim DVC Strategy and Performance. In November 2024, the new role of Associate PVC EDI was recruited to. This role provides academic and strategic leadership on staff and student equality and diversity and lead Kent forward in ensuring a strong and inclusive culture at Kent.

## The Executive Group

To ensure further progress in divisions and departmental operations, the Executive Group demonstrates visible leadership on inclusive practices and ensures that responsible staff are aware of the importance of delivering against our agreed objectives. Additionally, a consideration of equality impacts is required in all decisions before formal committees and Executive Group meetings.

## EDI Strategy Group / EDI Operations Group

The EDI Strategy Group and its EDI Operations Group have responsibility for the development, implementation, and monitoring of the annual Institutional EDI Work Plan. The terms of reference and membership for the EDI Strategy Group and the EDI Operations Group and their respective memberships were reviewed in the 2024-25 academic year. The REC Monitoring Group and the Athena SWAN iSAT report to EDI Strategy Group, which in turn reports to University Council via People Committee. School EDI Committees report to EDI Operations Group and from there up to EDI Strategy Group.

## Directors / Deputy Directors of Divisions (People) / School EDI Leads

Directors / Deputy Directors of Division (People) were in position until the end of December 2024 and were responsible for ensuring that EDI activity was embedded at a Divisional level, reporting up to the EDI Strategy Group.

In 2025, under the new School structure, new School EDI Leads were recruited to. These roles are part of the School SMT structure and range from 0.1-0.4 allocation. They are responsible for the implementation of EDI objectives at a School level, including School level Athena SWAN applications, developing a local level EDI action plan that draws from the institutional EDI Strategy and developing inclusive practices and cultural norms across the School. They will chair the School EDI Committee. A network of School EDI leads is being developed to ensure cross-pollination across the Institution, and this will meet on a monthly basis with the central EDI team. The School EDI leads hold six seats on the EDI Operations Group on a rotational basis.



### EDI Networks

All staff are encouraged and supported to take an active role in the Networks, where they can champion equality, diversity, and inclusion through their contribution to meetings and related activity. The Networks are:

- BAME Staff Network
- Women's Staff Network / WREN (Women Researchers and Early Career Researchers)
- LGBT Staff Network
- Disability Staff Network
- Allies Network
- Harassment Contacts Network



# PROGRESS AGAINST OUR STRATEGIC OBJECTIVES

## Pillar 1

**EDI review – from strong leadership and ownership to a framework for EDI in an ever-changing environment.**

### **What we said we would do**

Embed EDI throughout the Kent 2030 project, with a particular focus on the following areas:

- Equality Impact Assessments conducted with consultation and engagement from appropriate groups
- Equality considerations built into Inclusive Curriculum Design
- Agree a framework for enabling EDI work (including Network Chairs)

Embed the EDI Core Values into all areas of work, using them to identify priority action:

- Nothing about us, without us<sup>2</sup>
- Inclusive by design
- Data informed, experience lead
- Visibly inclusive

Assess the resource and functionality of the EDI team, aligning needs and capacity, considering how to embed local level EDI resource within Divisions and Directorates, mapped against Institutional strategic priorities aligned with Kent 2030.

Support the increasing diversity of curriculum content and accessibility of the curriculum as core components of the Kent 2030 project

### **What we have done**

Equality, Diversity, and Inclusion (EDI) remains a strategic priority at Kent, and the Kent 2030 programme team is committed to upholding a thorough, inclusive equality impact assessment process. EIAs were conducted on all aspects of Kent 2030 and are ongoing. This included EIAs on Education Modernisation (Timetabling), Teaching Constraints, CMMS, Medway Docking Station, Work Allocation Framework, Tide, Continuous Improvement, and options for the Medway Campus. Where appropriate, consultation on EIA's was conducted via the Staff Networks and other relevant groups. Mitigations and recommendations are approved at Programme Board, which means there is a formal discussion at senior-leadership level about all potential impact on anyone at Kent who identifies with one or more of the Equality Act 2010's nine protected characteristics.

To support the EIA process, the EDI team launched an EIA clinic (run bi-monthly) to provide advice and guidance to any staff member completing an EIA, with a particular focus on PMO staff members. In addition, the EDI Team and the PMO arranged for over 20 project leads and members of EG to attend EIA training delivered by Inclusive Employers in June 2024.

<sup>2</sup> Credit is given to the Disabled People's Movement for the slogan 'Nothing About Us, Without Us', which originated within the disability rights community and was coined by James Charlton as the title of his 1998 book. It sums up a vision that people with mental health disabilities must be meaningfully involved in every element of mental health support and delivery. At Kent, our goal is to ensure meaningful engagement with people with lived experiences and from marginalised backgrounds in all elements of our EDI work, in regard to development and delivery.



The EIA template was reviewed and redeveloped and is available, along with the all-staff training and EIA toolkit, via the [EDI EIA Repository](#).

School EDI leads were created with between 0.1 and 0.4 allocations to enable School-level EDI work to take place. In addition, EDI responsibilities have been built into the job descriptions of all members of the School SMT. School EDI Committees were launched in January 2025. In October 2024, EDI Strategy Group received a proposal for the buyout time for Network Chairs. After comparison with frameworks in operation at other institutions, further work on developing the framework will be required.

In recognition of the significant changes that Kent has undertaken in 2024-25, and to ensure a comprehensive and unified approach to the various priority areas of EDI work taking place across the Institution, work started in 2024 on developing the EDI 2025-30 Strategy, Vision and Values. It incorporates activities to promote equality across the Equality Act 2010 protected characteristics and other key identified vulnerable groups<sup>3</sup>, our Athena SWAN, Race Equality Charter and Student Minds Mental Health Charter strategic priorities and actions to address our pay gaps and degree attainment and progression gaps. This strategy is allied with the University of Kent People and Culture Strategy 2030 and builds on the work of the Anti-Racism Strategy 2021-24. A five-month consultation process was held from November 2024-March 2025. Consultation took a variety of forms, including all staff sessions, email feedback, sessions with targeted groups including representative Networks, Estates and Hospitality staff grades 3-6, Kent Union, Medway staff, School EDI leads, Trade Union representatives, attendance at committees across the University, meeting feedback and 1:1 engagement sessions. Consultation focused on ensuring a wide range of voices and perspectives were able to contribute, including staff and students who historically are harder to reach (such as staff on shift patterns without regular access to a desk). Sector data and trends were collected from Advance HE to inform strategic priorities. EG approved the consultation plan, with the draft Strategy entering formal governance approval routes from April-June 2025. The Strategy is underpinned by an annual action plan. EDI Strategy Group will monitor annual progress against KPI's. If approved at Council in June 2025 it will be formally launched at the all-staff Conference in September 2025.

As part of Kent 2030, a new position of Associate PVC EDI was recruited to in November 2024. School EDI leads were developed as part of the new School structures, with work led by the School EDI Committees to localise institutional EDI objectives. Reporting is via EDI Operations Group. School EDI leads are supported by the central EDI team via a Network. The position of Head of EDI was dissolved in May 2024, following the move of staff EDI to HR. A new position of EDI Manager is proposed for 2025 onwards. Student EDI remains within Student Services.

The University took the decision in 2023 to include ethnicity when reporting on pay gaps to track progress and demonstrate its commitment towards closing the ethnicity pay gap. The 2023 [Equality Pay Gap](#) report was published in October 2024 in accordance with the Race Equality Charter requirements.

<sup>3</sup> Low Socio-Economic background, Carer status, staff on fixed term or part time precarious contracts, students who are distance learners or international students, international staff

## Spotlight: Student Success

Student Success is a priority agenda at the University of Kent that leads a university-wide research/action research approach to reducing attainment gaps and driving cultural change across the University. What makes the approach unique is the ongoing dialogue between theory and practice, conducts on-going institutional research and collates and analyses data to inform research and develop activities and interventions to support student success.

The 2024-2028 Access and Participation plan was submitted and approved by the Office for Students. This plan outlines the measures that Kent will take to address the risks to equality of opportunity in relation to student access to, and success at, Kent.

### Student Success: **Diversity Mark:**

[Diversity Mark](#) is a flagship co-creation programme at Kent. In the 2024-25 academic year, Student Success will recruit more students as Diversity Mark Officers, supporting the creation of greater inclusivity in reading lists and the curriculum. The latest awards were celebrated at our [EDI Awards](#) in June and at the [Learning and Teaching Conference](#) in October. To continue the celebrations into November, two of our Diversity Mark Officers won [Black Achievers awards](#) from the Medway African and Caribbean Association. A review and streamlining of Diversity Mark has taken place, with a new-model trial in 2025 to expand institutional impact. This aims to build on previous success and recent recognition in achieving a commendation at the NEON Awards 2024 for NEON Widening Access Initiative (Retention and Progression Award).



Dr Barbara Adewumi and Leroy Cohoone holding the NEON nomination certificate

The streamlining process removed administrative burdens that bottlenecked Diversity Mark with no material effects on outcomes, aims to make the process more transparent and provide diversification of primary and secondary categories to create a focus for applications and the resources for enhanced impact. Other outcomes aim for better librarian and library integration to the process and reduce points of failure within the project pipeline. An additional ten Diversity Mark Officers have been recruited to undertake more applications, with a KPI of 20 applications completed by the end of the summer term. Recommendations from the trial evaluation will shape the future Diversity Mark model to ensure sustainable scalability across Kent, covering a broad range of subjects and demands with institutional targets.

### Student Success: Research:

The Student Success book *Race, Capital and Equity in Higher Education* (co-editors Dr Barbara Adewumi and Dr Alexander Hensby) was published in 2024. The [formal launch](#) took place on 26 November 2024. Published by Palgrave Macmillan, the book also became open access at the end of the year.

During Black History Month, Hensby and Adewumi discussed key EDI issues in HE on a [Belong HE podcast](#) with Educate Group, Nathan Ghann. The book was also featured in the [Times Higher Education](#). This year, book chapter extracts will be featured on LinkedIn make an impact and drive engagement.

The Student Success [Academic Excellence Scholarship \(AES\) research](#) provided the data for a pioneering approach to understanding the student journey. The Student Success Snakes and Ladders activity, developed at Kent by Dr Yetunde Kolajo and Dr Lucy Panesar, is an innovative educational resource that enhances staff understanding of the complexities of the student journey. Using a modified Snakes and Ladders board game, staff navigate scenarios based on real university data from the AES research, presented through 'snake' and 'ladder' cards. These cards illustrate the challenges (snakes) and opportunities (ladders) that students encounter during their academic lives, symbolising the unpredictable ups and downs of their journey. By engaging with this activity, staff gain critical insights into the barriers and enablers affecting student success, fostering greater awareness of the need for equitable and inclusive practices. This resource underscores the AES team's commitment to advancing EDI through data-driven, experiential learning tools (see also Spotlight: Centre for Study for Higher Education for further detail).



Staff playing the Snakes and Ladders game

#### Feedback quotes:

- 'Great game to understand different hurdles and solutions students face at university.'
- 'Very good game, resonated with me in certain areas and my cards were connected too with my journey.'
- 'This activity allowed staff to not only learn about the support available to students but also to understand how and when that support should be deployed, signposted, etc. It also showed us what might cause students to slip backwards, and what would propel them forward - experiences and parts of life that you might not always realise are having such an impact.'

### Student Success: Data and evaluation:

A web version of the Student Success Evaluation Framework paper was published to broaden access to other HE institutions and the public. The paper outlines [the Student Success approach to evaluation](#) of student interventions, providing evidence of which activities have a positive impact on student attainment and attendance.

The low attainment gaps, particularly on ethnicity, that existed during 2019-20 and 2020-21 academic years, have seen a rise again. While they have not reverted to pre-COVID years, the increases seen do match with some areas of the institution returning to institutional practices on examination and assessment that existed prior to 2019-20. With EM25 constraining the total number of examinations, and encouraging a diverse range of assessment practices, as well as closing the learning to testing gap, it is possible that we will see a fast and positive impact on the gaps reducing once more. This institutional change occurs alongside continued Student Success resource and support for Divisions, running targeted interventions aimed at closing the institutions gaps. Evaluation of one such programme, Excellence in Education, which ran for the first time in 2023-24 and worked with students who were below a 2(I) when they joined the programme, had 80% of finalist students graduating with a 2(I) or higher. The programme is running again in 2024-25 with a new cohort of students.

### Student Success: Teaching interventions:

The pilot phase of Student Success's [Teach, Reflect, Innovate \(TRI\)](#) programme and Reflective Teaching Workshops, designed and facilitated by Dr Aaron Berko and Dr Yetunde Kolajo, concluded in 2024. The programmes brought together educators 'striving to adopt inclusive pedagogy,' creating a space to reflect on and share innovative approaches to teaching and learning. The TRI Programme (2024) has successfully demonstrated the transformative impact of Reflective Teaching Practices in fostering EDI within the University of Kent's teaching and learning framework. Grounded in the theme of Inclusive Teaching, the Reflective Teaching Workshops have provided a robust platform for academic staff to critically evaluate and enhance their pedagogical practices, contributing to the university's Access and Participation Plan (see also Spotlight: Centre for Study for Higher Education for further detail).

#### Key contributions to EDI through Reflective Teaching workshop:

- Building inclusive pedagogy
- Empowering Academic staff
- Developing a community of Academic Practice
- Promoting evidence-based teaching
- Enhancing student belonging and success.

#### Measurable outcomes:

- Increased awareness and application of inclusive teaching practices among faculty.
- Development of actionable frameworks.
- Strengthened collaboration across disciplines.



Inclusivity workshops – for staff in School of Architecture, Planning and Design, focusing on inclusive curriculum in September 2024 and inclusive assessment in January 2025 (see also Spotlight: Centre for Study for Higher Education for further detail).

Feedback quotes:

- 'Very engaging session'
- 'Very engaging and knowledgeable presenter, and the audience responded really well to the discussion points. Some practical advice / case studies would be helpful to include next time also.'

The Inclusive University module was launched in 2023-24, building on the University's Diversity Mark programme, the [Culturally Sensitive Curricula Scales](#) research (Thomas and Quinlan) and [Kent Inclusive Practices](#) (see also Spotlight: Centre for Study for Higher Education for further detail).

Feedback quotes:

- 'Comprehensive one-stop shop of all equity, diversity, and inclusivity aspects. Good, informal environment during seminars to discuss current, useful approaches to apply directly in our teaching.'
- 'I found it really inspiring... It has really lit the fire in me to pursue this area.'
- 'The best aspect of the module was the various media / means (videos, texts, guest speakers) and examples used to present the topic and this, to have a broad overview of what the University of Kent means by inclusivity and an inclusive approach to teaching.'
- 'Lots of skills, resources and advice has been presented throughout these sessions that I will now take back to my teaching team and look to implement to create a more inclusive and diverse range of modules.'

#### **Student Success: Student interventions:**

The 2023-24 academic year saw the launch of a new, targeted programme for students facing the greatest barriers in higher education. [Excellence in Education](#) focuses on improving student attainment and its parallel programme, [Continue & Complete](#), focuses on supporting students to attend their academic events.

New for 2024-25 is our [First in Family programme](#), designed to support students who may not have access to external resources and networks. This intersectional programme brings students together with both academic and professional staff who were also first in their family to enter higher education. The hope is that, whether someone's HE journey is just beginning or is in the past, everyone can learn about others' experiences. The programme launched in October 2024.

Also new for 2024-25 is the [Kent Ambition Scholars Programme](#) (KASP). Hosted by Student Success in Spring term, KASP comprises a series of online workshops for students in receipt of Kent scholarships. Students can choose from a menu of skills workshops covering academic success and personal development:

- how to use tutor feedback
- effective revision, exam techniques and stress management
- essay writing
- money management
- jobhunting and interview confidence
- part-time working
- Go Abroad programme

#### **Student Success: Cross-institutional work**

- The [National Windrush Museum \(NWM\)](#) conference was held on 19-20 June attended by several Student Success staff, undergraduate and postgraduate students and was coordinated by Dr Barbara Adewumi who is a member of the NWM board. Delegates gained a greater sense of belonging of their heritage and the University of Kent intends to further develop the partnership with NWM. On 9 September MP Seema Malhotra, Minister of Migration and Citizenship visited the NWM board and committee members at the NWM office located in the National Maritime Museum, Greenwich. Dr Barbara Adewumi represented the University of Kent. MP Seema assured the board that they will deliver on Labour government promises and "to right the wrongs" of the Conservative Government Windrush Scandal.



MP Seema Malhotra, Minister of Migration and Citizenship and NWM Board Committee Members

- BAME staff network co-chairs, Dr Barbara Adewumi, Dr Bridget Ng'andu provided racially minoritised staff quotes from the all-staff qualitative case study research Phase 2 findings to the successful REC bronze submission. The research examined staff's perceptions of EDI at Kent and provides a deep insight into racially minoritised staff's lived experiences on career progression, racial discrimination, harassment, and their knowledge of REC. The full report will be circulated to the BAME staff network early this year and then to all Kent staff.
- In May 2024, the University of Kent hosted the Medway African and Caribbean Association (MACA) event on Policing for All: Building Trust and confidence in policing in Kent, co-ordinated by Dr Barbara Adewumi and Dr Nikhaela Wicks. The public were invited to engage in an interactive debate to voice their opinions and lived experiences with the aim of fostering trust across all communities and the police. Student Success Research Assistant Brianah Carter presented Kent students' Living Black research project data collated by Dr Yetunde Kolajo. Acting Vice Chancellor and EDI champion Georgina Randsley de Moura also attended and met with MACA's chair, Dr Carol Stewart. Dr Adewumi continues to work in close partnership with MACA on uncovering hidden Black history in Medway and diversifying the curricula in Medway schools and has helped MACA secure £5,000 funding from Medway Heritage Fund.
- Dr Adewumi gave the oration for Dr Carol Stewart who was awarded an honorary doctorate from Kent at Rochester Cathedral for her work in the arts and charity sector, as part of Medway Culture Festival 2024.

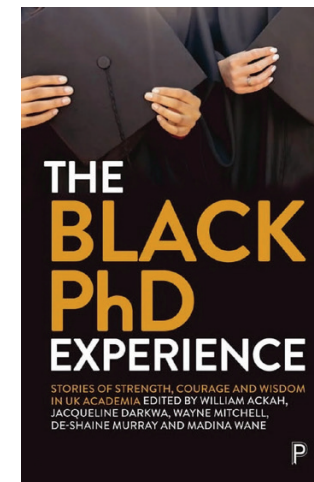


Dr Carol Stewart at the Congregation Ceremony in 2024 where she received her honorary doctorate for her work in the arts and charity sector

### Student Success: Coming in 2025

- Taboo Talks – an innovative intervention addressing potentially taboo topics that often go unspoken, such as ethnicity, mental health, financial challenges, and inclusivity, aiming to improve university attainment, retention, and completion. The programme will feature high-profile panel discussions led by respected sector specialists, alongside workshops and resources. Engaging students, academics, and professional staff, it will partner with key stakeholders like Student Support and Wellbeing, Kent Union, and the EDI Allies Network. By fostering open dialogue and providing actionable solutions, the initiative aims to educate and improve EDI competence across the Kent community and aligns with Kent's Access and Participation Plan 24-28 objectives, and national EDI awareness events such as Black History Month and Pride Month.

- Developing Learning and Teaching for Technicians (DLT) - a new programme designed to enrich technicians' pedagogical knowledge and skills and provide them with resources to effectively teach and support students.
- Leaders in Education and Academic Practice (LEAP) - a programme starting in January 2025, designed to equip academics new to module convening with essential leadership skills to manage team-taught modules effectively, fostering a student-centric and inclusive learning environment (see also Spotlight: Centre for Study for Higher Education for further detail).
- As part of Student Success research on Black postgraduate pathways to academic progression with the Graduate Research College, The Black Intellectual Society will be hosting an evening panel event with the editors and contributors of the Black PhD Experience book that charts the journeys of Black doctoral students through UK higher education. The event will be held at the end of February 2025. Dr Barbara Adewumi has contributed a chapter to the book.
- The 9th Black Minority Ethnic Early Careers Research Conference (BME ECR). Dr Ferhana Hashem, Dr Barbara Adewumi and Associate PVC EDI, Professor Gurprit Lall, have arranged for Kent to host the 9th BME ECR conference on 4 July 2025.



The Black PhD Experience

### Priorities and challenges

- Completion of the consultation and approval process for the 2025-30 EDI Strategy and Strategy with launch in September 2025.
- Developing a framework for formal review of Equality Impact Assessments.
- Embedding School and Directorate-level EDI structures and support, developing local-level EDI action plans and ensuring progress against previous Divisional / School Athena SWAN targets where relevant
- Building a Research Stream into the 25-30 EDI Strategy and exploring support for Research staff as part of the new People and Culture Strategy.
- A number of barriers for research staff have been identified, including barriers for staff feeling enabled and supported to submit research applications, contract and role barriers for research, research application approval processes, caps on University application numbers, training for approval boards, lack of appeal processes, support and mentoring for staff navigating application processes, links between the RPD process for academic research staff and research and the loss of the Signature Research Themes. This has resulted in barriers to promotion for research staff, a lack of diversity amongst research staff and the loss of a collaborative workplace culture for research staff sharing knowledge and good practice as well as develop key skills. Actions to better support Research Staff will be identified as part of the Research Stream for the 25-30 EDI Strategy.



- As with all areas of the University, resource for EDI was a significant challenge for 2024-25. Centrally, the EDI team had 50% reduction in its staffing, with additional resource having to be drawn from Student EDI and via the use of student interns to support specific project completion. As a result, focus was shifted to the completion of the Race Equality Charter application and then to work on developing the EDI 25-30 Strategy, Vision, and Values. Work to upskill staff across the institution was developed, with training for senior managers in Equality Impact Assessments, EIA clinics offered for staff to increase confidence, and a review of EDI structures to address gaps in provision. School EDI leads, and a new Associate PVC EDI role were created to help address resourcing issues, and a priority focus for 2024-25 is embedding School and Directorate EDI structures.
- Engagement with staff is a challenge due to conflicting priorities for all staff and limited time to undertake additional work. To mitigate this, the Café series was expanded to including cafés for staff with caring responsibilities, and Café's developed to run monthly. This allows for targeted engagement with staff with specific EDI-related needs and requirements. Staff Network Drop-In's have been introduced on a monthly basis for any member of a staff network to meet with the EDI team to discuss any issues or concerns. To ensure that engagement with the EDI 25-30 strategy is high, a full consultation plan with targeted interventions for traditionally hard-to-reach groups was developed. Targeted work with Schools and Directorates to expand the membership of the REC Monitoring Group in response to identified gaps was undertaken to increase staff representation on decision-making boards. Engagement with the Café's and Drop-in's is still lower than desired and further communications work will need to be considered in 2025-26.



## Pillar 2

### Lead the way in the development of an environment that is free from harassment.

#### What we said we would do

- Complete work on the Academic Freedom of Speech Code of Practice and the accompanying Equality Impact Assessment conducted with consultation and engagement from appropriate groups.
- Identify compulsory EDI training for all staff
- Utilise monitoring data to ensure targets for completion are met at a Divisional and Directorate level.
- Capture and report on Harassment Data for staff and students
- Develop and promote the Staff Trans Inclusion Action Plan and Staff Trans Inclusion policy

#### What we have done

- The draft Academic Freedom of Speech and Freedom of Expression Code of Practice was released for all-staff consultation and the Equality Impact Consultation from November 2024-January 2025. Consultation was via the all-staff newsletter and targeted communications to staff networks and key stakeholders such as Student Success, Campus Security and Student Services. The revised Code of Practice will be submitted to University Council for approval by summer 2025 and go live in the 2025-26 academic year.
- In September 2024, in response to changes in legislation and in the conditions for registration from the Office for Students, JSNCC approved the review of a suite of staff policies. The University commissioned a review by Eversheds Sutherland into the effectiveness of the relationship between the Student Conduct and Complaints procedure and the Staff Conduct policy, the results of which have triggered the review of several additional policies. Key changes include the review of the staff Sexual Harassment Policy, a risk assessment on the University working environment in relation to staff, students and external visitors, review and refresh of training for staff (including personal relationships), enhanced training for managers to ensure appropriate behaviour and response to complaints, specialist training for HR staff in trauma-led / informed investigations, a University action plan to ensure continuous improvement in this area and establishment of a cross-team to ensure compliance with the changes in the Office for Students conditions of registration.
- Report + Support and 'Consent. Get it. Full Stop.' Student Support and Wellbeing have taken a proactive approach to raising awareness on topics such as consent, sexual misconduct and the support available to students through the university, by posting regularly on social media about these topics and on the [Student Services blog](#), unifying campaigns with the #ConsentGetIt tag on social media, and regular virtual information circulated via posts, podcasts and events, via the [Consent Initiatives webpage](#). Between March 2024-March 2025, two campaign events were run in collaboration with international and national 'Prevention of Violence Against Women' awareness days. These include 16 days of activism during November 2024. Students and local stakeholders were invited to Nexus to raise awareness for local services for those

affected by sexual and domestic violence. A social media campaign raised the profile of our consent campaign '[Consent. Get it. Full Stop.](#)', supported by bus stop and large-scale posters around the Canterbury Campus to raise awareness and signpost people to '[Report + Support](#)'. This campaign was repeated in February 2025, coinciding with the national campaign 'Sexual Abuse and Sexual Violence Awareness Week'.

- The 2022-23 student Report and Support annual report is [available via the website](#) which includes student harassment data. In August 2024 HR provided the annual staff Harassment Report to JSNCC for information.
- There has been no further progress on the Staff Trans Inclusion Action Plan and Policy. However, to ensure that focus remained in this area, the University successfully applied to host two Commonwealth Scholars with expertise in the fields of gender and sexuality from February-May 2024. As part of their work and research, best practice from other institutions has been gathered and will be used to inform policy developments.
- Kent hosted the first Fellowship for young commonwealth professionals. Global and Lifelong Learning and the EDI Team applied to host Commonwealth Scholarship Commission's (CSC) Gender and Sexuality Fellows in 2024. The University was accepted by CSC in summer 2023, and in autumn 2023 over 270 Fellows applied for the programme with three successful applicants (one of whom later had to withdraw). CSC required Kent to look for individuals who had the potential to come over to learn, but most importantly to go back to their home countries and enable change. Two Fellows; one from Kenya and one from India, arrived in February 2024 for a 3-month Fellowship at the University of Kent. This involved collaboration with the CSC, other host institutions and local organisations and individual's dedicated and passionate about advancing the Gender and Sexuality agenda and equality.
- The University of Kent sponsored both Canterbury and Medway Pride events in 2024 in support of the LGBTQIA communities that represent our staff and students. Canterbury Pride took place on 8 June and was attended by over 100 staff and students who marched in solidarity through Canterbury before joining the celebrations in the Dane John Gardens. Medway Pride took place on 17 August, with staff and students again marching before joining the festivities. University of Kent staff volunteers and student ambassadors supported an information stand at both Pride events.
- Jane Ozanne, a prominent gay Christian who works to ensure full inclusion of all LGBT+ people, particularly LGBT+ people of faith, received an honorary doctorate from the University of Kent in November 2024 in recognition of her advocacy against discrimination within the Christian church and faith.
- As part of #Black365, the University of Kent curated and hosted the FACE X Horniman - Hair: Untold Stories exhibition. This collaboration took place between the University of Kent, FACE (Fashion Academics Creating Equality) and the Horniman Museum. The exhibition aimed to take visitors on a journey of discovery of the importance of hair from within the academic and student educational space. Both students and academics explore the complex relationship between hair and identity for Black and Asian individuals, revealing the importance of generational traditions in different communities and the power of creative invention. The exhibition ran from March-July 2024 in Keynes College.



### Priorities and challenges

- EDI analysis of the all-staff experience survey indicates that there are discrepancies between racially minoritised and white staff experiences in terms of experiencing or witnessing racially motivated discrimination or harassment. The Staff Harassment Annual Report identified that the average number of reports received annually remained low (c.7) with potential barriers to reporting identified as fear of repercussions, including for the reporter in terms of career advancement. Additionally, anecdotal evidence gathered via the Race Equality Charter submission highlighted a lack of awareness amongst the staff body of Report and Support. Further work to increase trust in the University reporting systems needs to be a priority for 2025-26, working with the REC Monitoring Group and the BAME Staff Network to identify opportunities and develop communications for staff members, as well as improving feedback to staff (in line with GDPR requirements) on outcomes and change.
- The decision to allow 24/7 staff and student access to the Lounge spaces across campus has resulted in a gap in the provision of bookable, comfortable, non-teaching spaces for minoritised groups to use privately for meetings and community activities, leaving some groups feeling vulnerable when using public spaces.
- The LGBTQ+ Staff Network has felt increased workplace pressures over the past few years, and the lack of allocated time for co-chair roles have necessitated a reduction in their activities as a network. Despite these challenges, the Network remains committed to supporting their members. Currently, the Networks hosts two monthly social get-togethers, providing opportunities for LGBTQ+ staff to connect, share experiences, and build a supportive network. Additionally, the Networks disseminates information about relevant opportunities, such as external events and calls for research participants. When capacity allows and with sufficient notice, the Network also contributes to the development and refinement of university policies, initiatives, and reports, ensuring the voices and concerns of LGBTQ+ staff are considered. The Network represents the University on the Kent & Medway Network of LGBTQ+ Network. As a network, a priority is transgender rights and protections, both within the university and in wider society. The Networks urges the university to prioritise these critical issues, taking further concrete steps to ensure the safety, inclusion, and well-being of transgender students and staff. The Gender Affirmation Fund for students has been particularly welcome, and it is important that there is no ambivalence on where the university stands in relation to trans rights (e.g. safeguarding staff and students from transphobia).



### Pillar 3

**Provide an open and supporting culture for all, create a culture where health and wellbeing is as important as anything else we do in a day**

#### What we said we would do

- Support the Student Minds Mental Health Charter application at an Institutional level
- Create an Allies Network
- Investigate an appropriate reward and recognition scheme for Staff Network Leads
- Investigate a WAM model for Professional Service Staff

#### What we have done

- Work on the Student Minds Mental Health Charter is ongoing (led by Student Support and Wellbeing), with a submission due in December 2025. The date has been delayed due to resource availability within Student Minds to complete the assessment visits.
- The Allies network was launched in September 2024 following all-staff communications and call out. It currently comprises of 15 members and meets termly. Members have identified training in neurodiversity as a priority for personal development.
- EDI Strategy Group received a proposal from HR in October 2024 on Guidance on Reasonable Time Off for Network Chairs. Additional benchmarking research against the rest of the sector was conducted. The proposal will be reviewed and revised in 2025.
- A WAM model for Professional Service Staff is unlikely to be developed, however, a Professional Service Staff career map is being developed and additional responsibilities, such as being a Safeguarding Lead or Network Chair, will be flagged for inclusion.
- Several staff EDI Cafés were held around the rotating themes of menopause and neurodiversity. In 2024-25 an additional Café for staff with caring responsibilities was introduced. Cafés are open for any staff member who self-identifies into the category to attend, and are designed to provide safe, confidential discussion spaces for staff to share experiences and get advice from others. Attendance has been mixed, with some very good attendance and some poor (due to time of year). Feedback has been positive, with staff citing the need for informal environments to discuss common issues, barriers, or good practice. Any common themes or barriers flagged in the Cafés is raised at EDI Operations Group for discussion and action to aid a culture of continuous improvement. All Café dates are available on the [EDI SharePoint](#).
- The annual EDI Awards were held on the 8 June 2024 in Darwin Conference Suite. The Awards were hosted by Acting Vice-Chancellor Professor Georgina Randsley de Moura. 88 nominations for 64 individuals were received. The Awards are designed to reward and recognise the hard work put into promoting and developing positive EDI initiatives across the Institution by staff.

- In autumn 2024 the Employee Assistance Programme (EAP) was put out to tender. The EAP provides free mental health and wellbeing support to staff on a variety of topics such as mental and physical health, marital problems, legal issues, debt advice, caring responsibilities, benefit entitlements and consumer rights. The EAP contract was awarded to Pluxee / Care First.
- The annual staff survey 2024-25 was additionally analysed by EDI information. See Appendix 1 (Student and Staff Profile) for more information.
- A full review of the policy and processes to support staff requesting flexible working arrangements was started in January 2025.
- To better support students in navigating life at Kent, both on campus and finding services within the local community, the [Living Black / Black Students' Guide to Kent](#) and the [LGBTQIA Student Guide](#) were developed in collaboration with students. An additional guide for students with disabilities is being researched.

#### Priorities and challenges

- Submit Kent's application for the Student Minds Mental Health Charter
- Approval of model for buy-out time for Network Chairs and recognition for staff involved in additional, voluntary work that supports the aims and objectives of the University such as University Networks, Safeguarding Officers, Prevent Officers, Health, and Safety Officers etc.
- Kent is hosting a sector-wide Technicians Conference on 27 June 2025. This will be attended by members of the EDI team to explore good practice and opportunities for better support for technicians.
- Support for University Technicians has been identified as a challenge and is a priority within the institutional Athena SWAN Action Plan. Currently there is a lack of comprehensive data available in relation to technicians, including locations of work, lack of service condition to identify technicians' roles and a lack of knowledge as to the technical staff experience.
- Feedback following the EDI Awards has indicated that a review of format and structure would be beneficial to ensure that they are inclusive for all staff members. This review will take place prior to the 2025 EDI Awards.



## Pillar 4

### Identify and remove barriers in relation to all forms of accessibility.

#### What we said we would do

- Launch the EDI Self Service Dashboards on Qlikview for all Divisions and Directorates
- Review and refresh the Digital Accessibility Policy in line with WCAG changes and updates
- Set up a Policy Owners Group to ensure that the Policy is devolved more fully.
- Complete structural work on the software finder to improve filters so that users can perform more meaningful searches
- Complete work on Moodle auditing to allow for issues to be proactively mitigated
- Consider measures to improve accessibility for staff members, consulting with the Disabled Staff Network where appropriate to identify current barriers and areas of good practice.
- Refresh and disseminate the new Kent Inclusive Practices (KIP's)

#### What we have done

- Digital Accessibility Policy work has started. The stakeholder group has met and agreed changes, but resource restructures means that this has not yet been completed. This is also the case for the Policy Owners Group
- Functionality development on the software finder has been completed but roll out has been paused due to DPIA's needed.
- Pilot work on Moodle auditing has been complete and the next phase has now been rolled out. Divisions /Schools have been informed and continue to engage with this work
- Improving accessibility for staff members is ongoing.
- The Kent Inclusive Practices have been refreshed and disseminated.

#### Spotlight: Centre for Study for Higher Education

Over the past year, Centre for the Study of Higher Education (CSHE) has ensured that EDI is integrated into all offerings, including the Postgraduate Certificate in Higher Education (PGCHE), the Associate Fellowship Scheme (AFS) and the Route to Recognition for Experienced Staff (RRES). Changes are consistent with the new accreditation framework, the Professional Standards Framework 2023, which was applied to the offer from September 2024. The new framework requires Kent to assess whether programme participants demonstrate “effective and inclusive [teaching] practice.” The teaching observation forms were edited accordingly. A new University of Kent policy requires that all teaching staff undergo an annual peer teaching observation recorded using [teaching observation forms](#). The Centre have integrated EDI substantially into non-accredited programmes, including a significant section on this topic at the University Learning and Teaching Conference, and attention to the issue on the new Developing Learning and Teaching for Technicians (DLTT) programme, the newly revised Leading Education and Academic Practice (LEAP) programme intended for module convenors and new Module Development Guides to support EM25 and beyond. In partnership with Student Success, CSHE piloted a Teach, Reflect, Innovate programme in NATS, a new initiative focused specifically on reflection on data and integrating inclusive practices.

EDI in teaching and student experience is one of the Centre's strongest research themes. CSHE launched two Palgrave Macmillan books based on Kent's research on enhancing education for culturally, ethnically and/or racially minoritised students: *Race, Capital, and Equity in Higher Education: Challenging Differential Academic Attainment in UK Universities* (Hensby and Adewumi, 2024) and *Culturally Sensitive Curricula Scales: Researching, Evaluating and Enhancing Higher Education Curricula* (Thomas and Quinlan, 2024). Based on the Centre's research, practical learning tools have been developed that are used on programmes and in stand-alone workshops across the University (and beyond). These include the Culturally Sensitive Curricula Educator Self-Reflection Tool (Quinlan and Thomas, 2024) and *Snakes and Ladders*, a new staff development activity based on qualitative data from a longitudinal study of Academic Excellence Scholarship recipients by Hensby, Adewumi and Kolajo (2024).

- 1 PGCHE/AFS** - Mandatory course for new lecturers and graduate teaching assistants, with diversity, equity and inclusion embedded in line with Advance HE Professional Standards Framework (2023). The content of the modules promotes EDI in teaching, assessment, and student support.

#### Participants:

	PGCHE	AFS
2023-24	30	21
2024-25	21	19

Feedback quotes from UELT8190 module:

- “The module content is excellent - the inclusion of diverse areas of expertise was very good.”
- “Really enjoyed the interactive nature and the diversity of the room.”
- “Getting different perspectives and sharing experience / tips / tricks that we can adopt in our own practices.”

- 2 UELT8330: The Inclusive University module** – This is an optional module on the PGCHE but the majority of PGCHE participants take it. Diversity Mark, Culturally Sensitive Curricula Scales (Thomas and Quinlan, 2023) and Kent Inclusive Practices were embedded for the September-October 2024 cohort.

**Participants:** 21 academics from across the disciplines.

- 3 Teach-Reflect-Innovate (TRI) / Reflective Teaching Practice Programme (RTPP)** – a series of six workshops for staff in the Divisions of NATS and KMMS emphasising reflection and inclusive and equitable practices.

**Participants:** 7 participants.

**Feedback:** 6 out of 7 attendees scored the workshop 4 or 5 (5 being highest) for usefulness and informativeness, with 100% agreeing that they would ‘take a different approach to module content development’ following the event.

**4 University Learning and Teaching Conference – September 2024** – EDI was a significant theme, with break-out sessions for three disciplinary groupings, featuring Diversity Mark modules alongside other discussions of diversification and decolonisation of curriculum and teaching.

**Participants:** 100

**Feedback:** Several colleagues praised the EDI focused sessions and described ways they would put their learning into practice ways to promote inclusivity of a wide range of students including ethnically minoritised students, mature students, students with histories of trauma, and neurodivergent students.

**5 Student Success Snakes and Ladders** – a new staff development activity based on qualitative data from a longitudinal study of Academic Excellence Scholarship recipients by Hensby, Adewumi and Kolajo (2024). The game highlights the challenges diverse students face during their journeys through HE and encourage staff to consider solutions to those challenges.

**Participants:** over 60 between August-October 2024

**6 Inclusive Curriculum Workshop** – for staff in School of Architecture, Planning and Design, September 2024.

**Participants:** 22

**7 Developing Learning and Teaching for Technicians (DLT)** - a new programme designed to enrich technicians' pedagogical knowledge and skills and provide them with resources to effectively teach and support students. In the second workshop, participants are introduced to inclusivity values and encouraged to implement them in their everyday practice.

**Participants:** 13 technicians across disciplines

**8 Leadership in Education and Academic Practice (LEAP)** - Aligned with the *Kent 2030 Educational Vision*, module leaders at the University of Kent play a central role in ensuring a course-based approach to teaching and learning. They are pivotal in maintaining quality and delivering outstanding learning experiences for all students, contributing directly to the university's transformation into a student-centric institution that excels in student satisfaction, equality of attainment, graduate outcomes, and national rankings. Module leaders are responsible and accountable for the quality of their modules, leading on development, review, operations, and delivery. They ensure academic standards and regulatory requirements are met, often working as active members of course teams, mainly when modules feature across multiple courses. While module leaders do not line-manage course team members, they provide leadership to the module team and student cohort, fostering collaboration and excellence. The *Leadership in Education and Academic Practice (LEAP) 2024-25* strategically supports this vital role, offering structured professional development to equip academics with the leadership skills necessary for managing team-taught modules effectively. LEAP workshops focus on inclusivity, collaboration, and innovation—key pillars of the Kent 2030 Vision while helping module leaders understand their responsibilities, accountabilities, and evolving requirements.

**Participants:** 18 signed up

## Priorities and challenges

- The shift from Divisions to Schools has caused a delay in the roll-out of local data dashboards (due to the need for named individuals to have access due to GDPR). It is anticipated that these dashboards will be able to be rolled out in 2025.
- Pathways for staff to access digital accessibility support are not clear, meaning that the Accessibility Team (whose primary function is student support) and Occupational Health are frequently requested to provide support and services outside of their remit. This is an area that needs review and staff clarity.
- Campus accessibility, particularly when accessible features such as automatic doors, break, has been highlighted as an area of concern. Work to ensure that broken accessible features can be repaired swiftly, and that the general campus environment is physically accessible for staff and students with physical needs, is a priority.



## Pillar 5

**Continue to raise our profile as an employer and education provider through accreditation and investment in key strategic projects.**

### **What we said we would do**

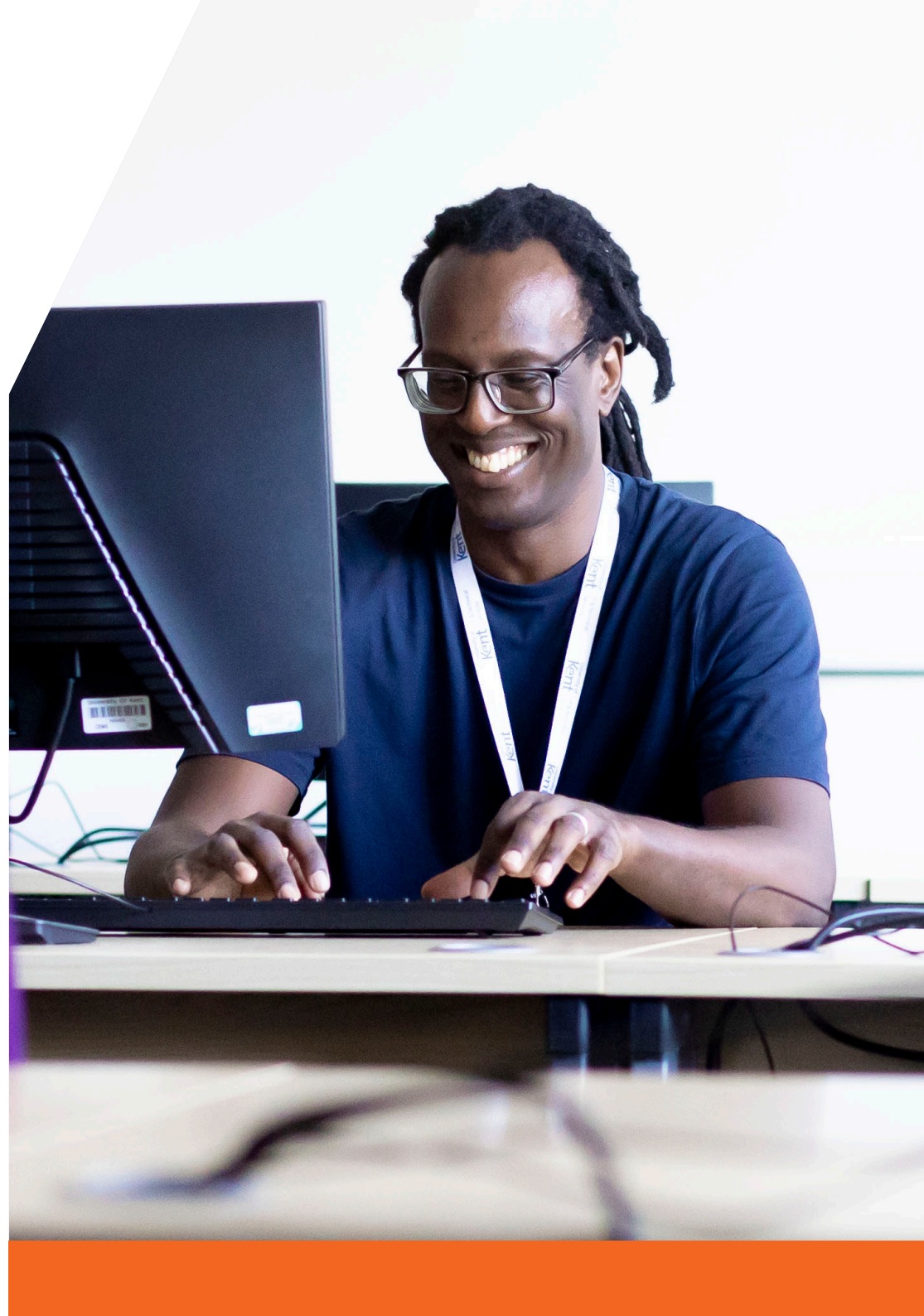
- Continue to work towards Athena SWAN Silver Submission 2026

### **What we have done**

- The Division of Computing, Engineering and Mathematical Sciences achieved a major and highly significant milestone when they were awarded Silver Athena SWAN status in summer 2024. The Award is valid until 2029 and not impacted by the new School structure. A mapping exercise for the CEMS action plan against the new School of Computing and School of Engineering, Mathematical Sciences, Physics and Astronomy is underway.
- The transfer of Athena SWAN Awards from Divisions to new School structures was an area that required careful consideration, particularly where Awards were due to expire in the 2024-25 or 2025-26 academic years. Extensions for Kent Law School and Kent Business School were requested from Advance HE and granted. The new School of Arts and Architecture require more information in relation to its structure by Advance HE before a decision on an extension can be made.
- Due to the institutional changes taking place, gathering accurate data and information in relation to the institutional Silver Athena SWAN submission would prove challenging. An extension to July 2027 for submission was requested and granted by Advance HE. The Athena SWAN iSAT will lead on this work.

### **Priorities and challenges**

- School EDI leads will be responsible for the coordination of School Athena SWAN applications moving forward, monitored by School EDI Committees. Review of existing action plans, launching School EDI data dashboards and agreeing timeframes for new or reapplication processes will be agreed. Schools will be encouraged to assess whether relevant funding grants are dependent on active Athena SWAN status.
- Work on the 2027 Silver Resubmission will remain a priority moving forward for the Athena SWAN iSAT.
- Fluctuations in School EDI lead allocations will impact how well-resourced Schools are to complete Athena SWAN applications. The resource required for an application should not be underestimated. School SMT's will be encouraged to flex staff time appropriately depending on where in an application cycle the School is.
- Kent is currently without an Academic Lead for Athena SWAN.









## Pillar 6

### Understand and interrupt structural racism within the HE (Higher Education) environment.

#### What we said we would do

- Submit the REC Self-Assessment and Action Plan in 2024
- Review progress on the Anti Racism Strategy and align with the REC Self-Assessment and Action Plan and the Athena SWAN Silver Self-Assessment and Action Plan

#### What we have done

- In October 2024 Kent was awarded Race Equality Charter Bronze status. Kent's application and Action Plan are available via the webpages. This represented a major milestone in Kent's journey to becoming an actively anti-racist institution.
- The REC Self-Assessment Team was dissolved in autumn 2024 and a new REC Monitoring Group was approved, with staff members recruited to it between November and December 2024. Targeted work was undertaken to ensure a diverse representation of genders, ethnicities, and roles on the group. The Monitoring Group will scrutinise University data in relation to race and the student and staff experience, identify actions for improvement and ensure that progress on the action plan is tracked and reported on, with challenges or achievements flagged to the EDI Strategy Group.
- As part of #Black365, Kent collaborated with FACE (Fashion Academics Creating Equality) and the Horniman Museum to develop the FACE X HORNIMAN – Hair: Untold Stories exhibition. This exhibition was set in a physical space for the first time between March and June 2024, and explored and celebrated the influence, importance and personal narratives attached to the significance of hair seen against Eurocentric beauty standards from Black, Brown, and Asian perspectives within the UK.
- Kent's Living Black at University (LBU) Working Group was established in response to Unite Student's Living Black at University Report. The group focuses on providing targeted support for Black students, particularly in areas related to a sense of belonging, recognised as impacting retention, completion, and attainment. The group brings together stakeholders from across Kent, including Accommodation, Kent Student Union, Student Success, Student Support and Wellbeing, Security, Catering (e.g., the Three Little Birds micro-brand), consults on Kent strategies and was recognised as a contributor to Kent's REC Bronze Award. The group seeks to promote inclusivity, offer paid opportunities for students, and influence university practices for Black students.

#### Key activities include:

- student focus groups held to gather feedback, with paid incentives for participation.
- Launch of a digital A Black Student's Guide to Kent 'welcome booklet, co-created by students to highlight culturally relevant services.
- Promotion through events such as Black History Month, speaking engagement at Oxford University, and presentations at conferences, including the recent Living Black at University: Engaging with Equity conference hosted by Kent.
- Consultant Sam Kingsley is aligning the LBU Report's recommendations with Kent's broader strategies and research to develop Kent-specific recommendations in a 3-year action plan.
- Additionally, the LBU continues to review and analyse the findings from the annual student residential survey and develop research findings relating to Black Student Attainment.

#### Priorities and challenges

- Ensuring progress on the Race Equality Charter Action Plan
- Kent is currently without an academic lead for the Race Equality Charter

# APPENDIX 1 – OUR STAFF AND STUDENT PROFILE

This appendix provides the key demographics, including any key issues and challenges arising, across all protected characteristics for staff and students across the University, providing comparisons from previous data and with other universities, using benchmarking data from Advance HE. Data is taken from the 1 December census point.

## Staff overview

This section presents equality and diversity information for the academic year 2023-24 for staff at the University of Kent.

**Table 1: Staff headcount**

For the Academic year 2023-24 the University had a staff headcount of 3755. (PSS = Professional and Support Services) (Data collected on the 1 December)

Staff group	Number of employees	Percentage of employees
Academic	1412	37%
PSS	2368	63%
<b>Total</b>	<b>3755</b>	<b>100%</b>

### Key figures

- There has been a +30.48% in female and +10.84% in racially minoritised staff representation on central University Committees
- The gender breakdown in the University was 56.3% female and 41.1% male. (1.6% Prefer not to say, 1.0% Other)
- 95.1% employees have a known disclosed ethnic background; of these staff 21.8% were Racially Minoritised. (73.3% White).
- 11.4% of all employees disclosed having a disability.
- 37% of all Professors were female and 15.5% of Professors were Racially Minoritised.

### Diversity of leadership

Within the University of Kent decision-making is centred in the University's main committees. Committees are comprised of appointed and elected members, and individuals often sit on more than one committee. Female staff made up 34.78% of the University Council, which is the principal executive and policy-making body of the University. Members who disclosed their ethnicity as Racially Minoritised comprised at most 18.18% of committee members; however, two committees have no declared Racially Minoritised members. Student data was not available to the EDI team. Overall, compared to 2022-23 there has been a +30.48% increase in the proportion of female staff represented on central University committees, driven by the significant demographic change to Audit and Ethics Committees (despite the significant decrease in female representation on University Senate), and -8.42% decrease in the proportion of racially minoritised staff driven by the decrease in representation on University Council, Honorary Degree and Remuneration Committees.



**Table 2: Diversity of members sitting on university governance committees.**

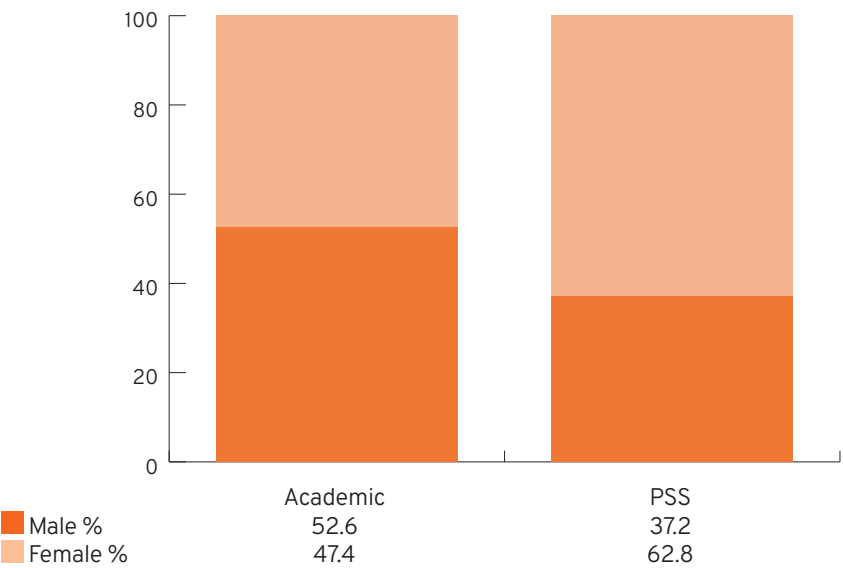
Committee	% Female 2023-24	% Female 2022-23	% change on previous year	% Racially Minoritised 2023-24	% Racially Minoritised 2022-23	% change on previous year
University Council	34.78%	36%	-1.22%	17.39%	20%	-2.61%
University Senate	28%	40%	-12%	22%	18%	+4%
Audit	66.67%	16%	+50.67%	0%	0%	0%
Ethics	60%	28.5%	+31.5%	0%	0%	0%
Finance and Resources	36.36%	54.5%	-20.14%	18.18%	18%	-0.18%
Honorary Degrees Committee	43.48%	46%	-2.52%	8.7%	15%	-6.3%
Lay Nominations Committee	42.86%	42%	+0.86%	0%	0%	0%
Remuneration Committee	33.33%	50%	-16.67%	16.67%	20%	-3.33%
People Committee	55.56%	No data	N/A	0%	No data	N/A
JSNCC	11.11%	No data	N/A	11.11%	No data	N/A

Staff balance by gender

For the purposes of this report, data for the sex field will be labelled as Sex, which differs from how this was labelled at Kent and in Advance HE reports prior to 2022 where this section was labelled as Gender. This labelling has been updated to align with Advance HE’s guidance on equality data monitoring.

Figure 1 shows the percentages and proportions of female and male staff in each of the University’s two staff groups. Females comprised 47.4% (47.7% in 2023) of academic staff and 62.8% (no change to 2023) of Professional Services Staff.

Chart 1.1: Gender by staff group



- In 2023-24 there were 131 female lecturers and 144 male lectures (158 F, 178 M in 2022-23).
- A significant increase from the previous year in female readers (11 in total) was identified.
- Number of female lecturers decreased by 27 individuals as well as the number of female professors came down (-13).
- 37% (51) professors are female.

Table 3: All staff by sex 2022-23% vs 2023-24%

	2022-23%	2023-24%
Female professors	63	50
All professors	167	135
% female professors	36.7%	37%

Chart 1.2: % female by grade (all staff types)

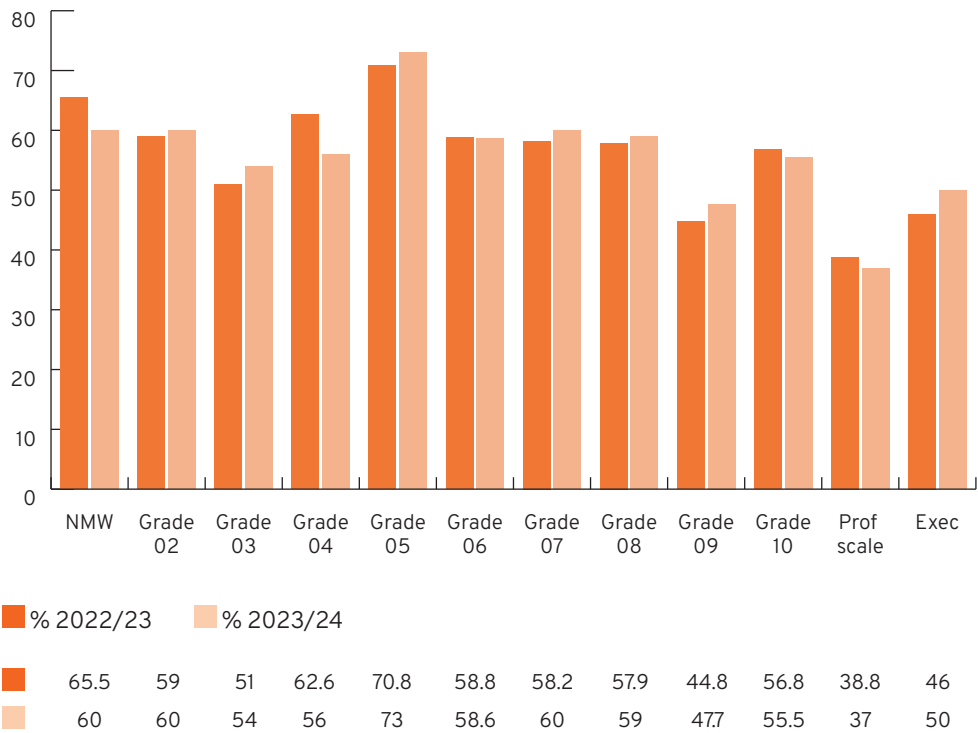
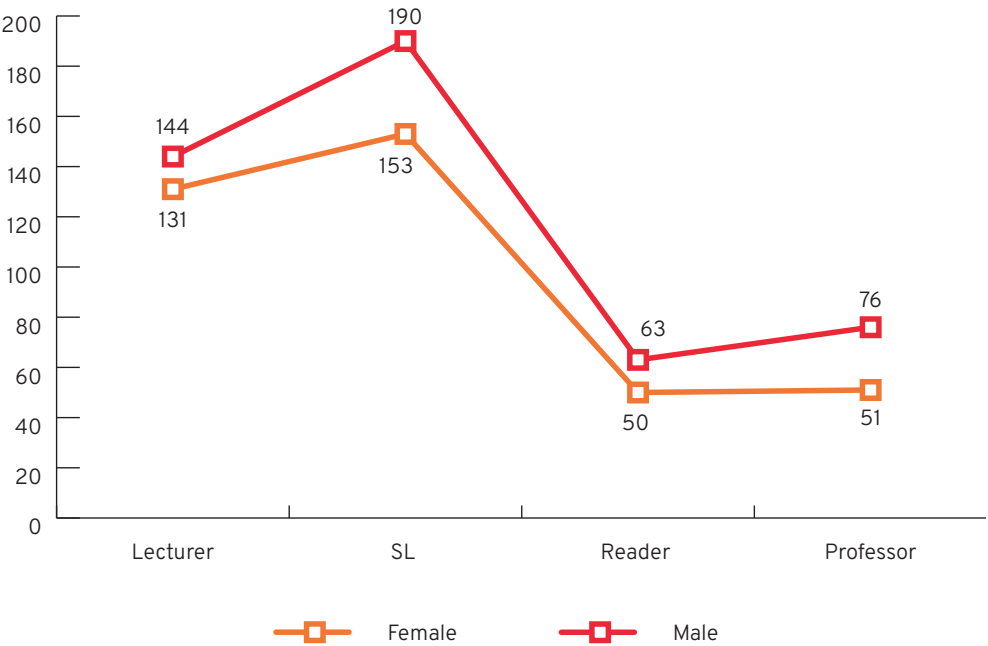




Chart 1.3: Staff numbers in academic pipeline (M/F)



Staff balance by ethnicity

When ethnicity data was disaggregated, the largest grouping was White 77.4% (79.8% in 2022-23), less than 0.1% of all staff self-identified as Gypsy or Traveller. The change in Unknown figure has continued to go down; from 0.9 to 0.7%.

Chart 2.1: All staff by ethnicity

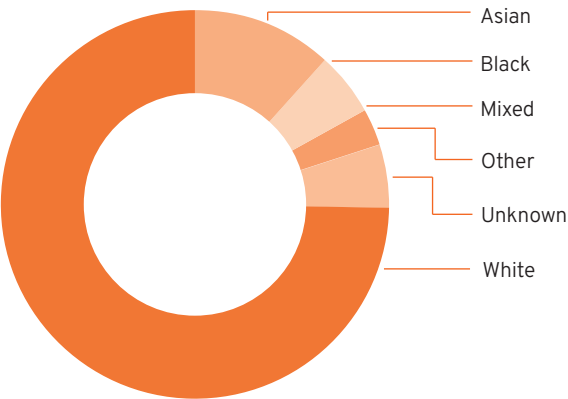


Table 4: All staff ethnicity percentages

Asian	Black	Mixed	Other	Unknown	White
11.5	5.2	3.1	1.9	4.9	73

Chart 2.2: Staff ethnicity by job category

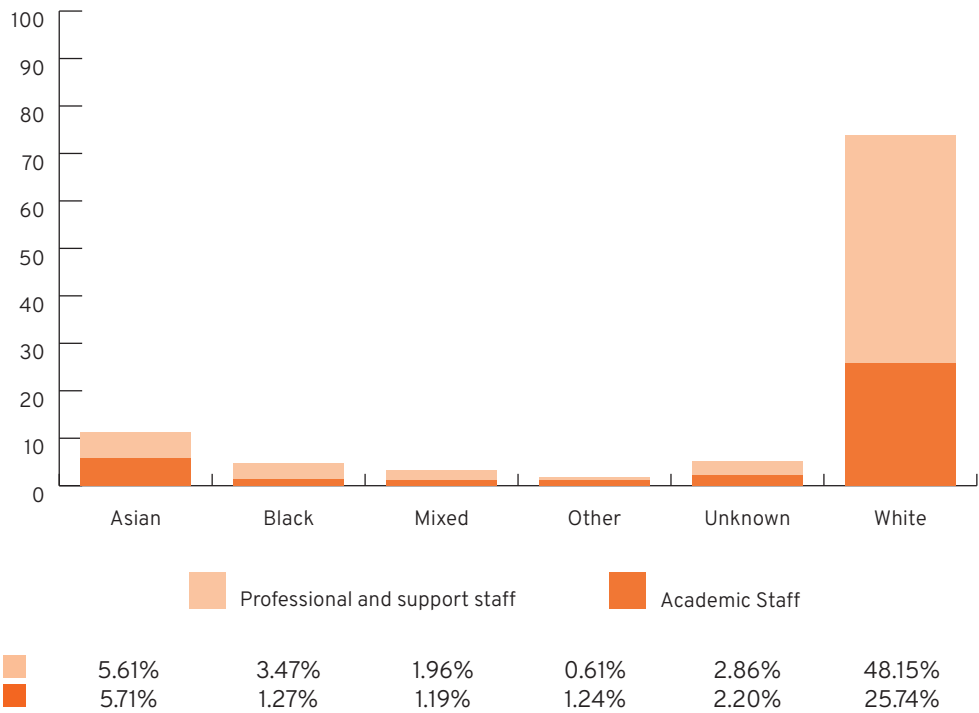
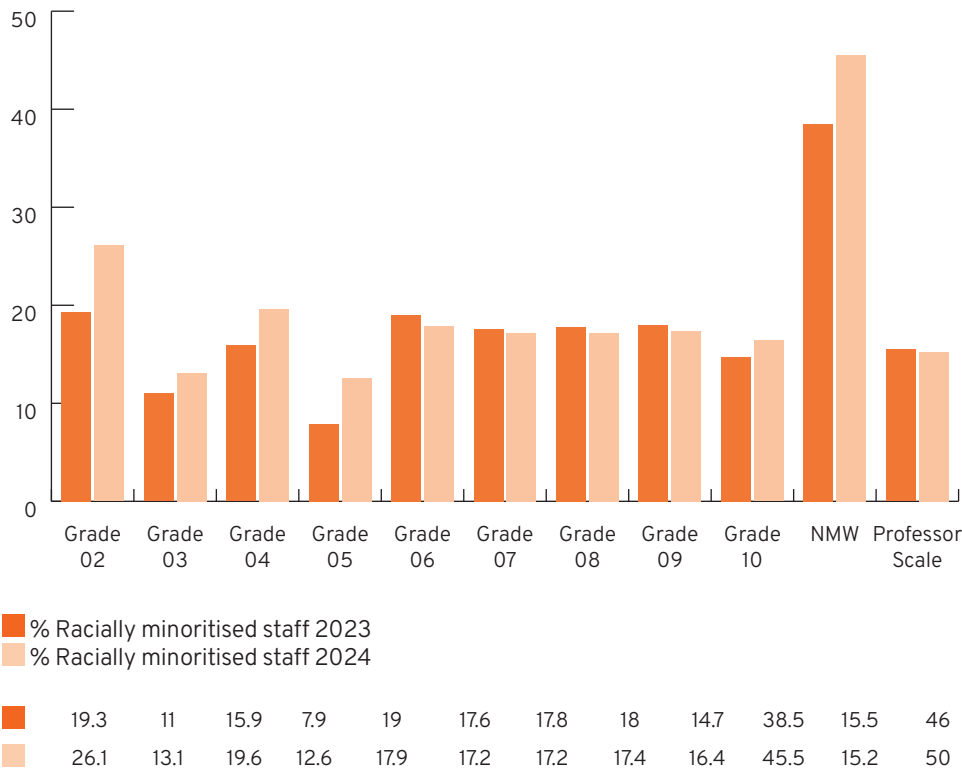


Chart 2.3: Staff ethnicity by grade

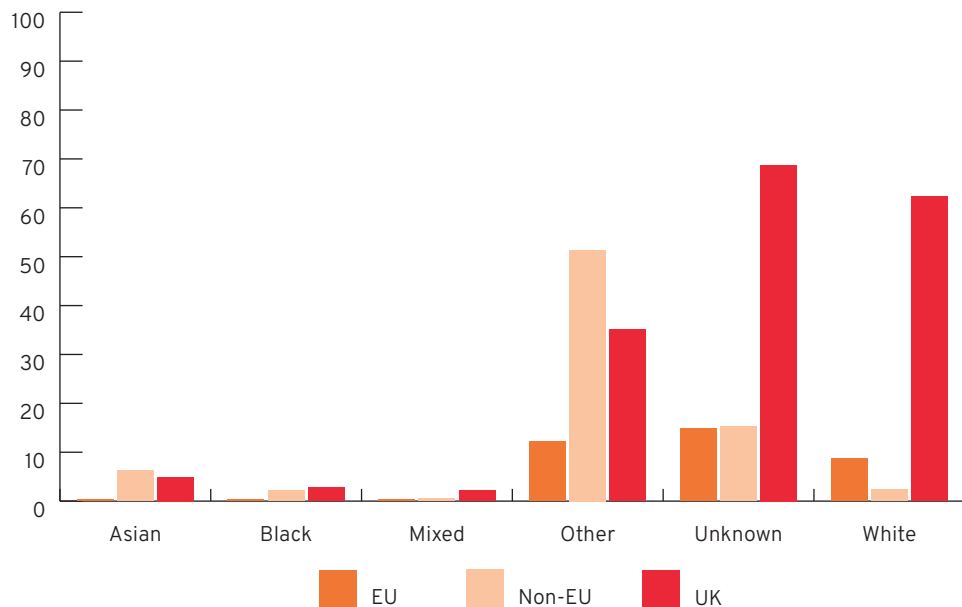




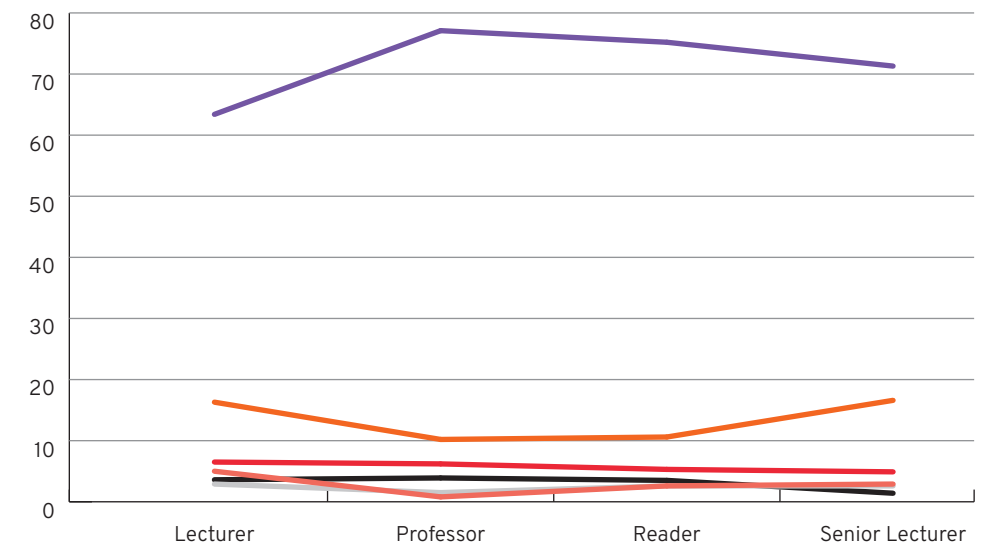
**Table 5: Staff data by ethnicity**

Arab	2%	Mixed – White and Black African	0%
Asian or Asian British – Bangladeshi	0.60%	Mixed – White and Black Caribbean	0%
Asian or Asian British – Indian	2.70%	Other Asian background	2%
Black or Black British – Pakistani	0.00%	Other Black background	0%
Black or Black British – African	1.30%	Other ethnic background	1.30%
Black or Black British – Caribbean	1.30%	Other mixed background	1.30%
Chinese	0%	Other White background	22.60%
Gypsy or Traveller	0%	White (British)	54.80%
Mixed – White and Asian	1.30%	Unknown	0.70%

For staff with UK nationality, 13.8% (11.7% in 2022-23) declared their racial identity as racially minoritised, compared to 10.9% for EU staff (10% in 2022-23). 42.3% (69.5% in 2022-23) of those from other nationalities were racially minoritised.

**Chart 2.4: Staff ethnicity and nationality**

	Asian	Black	Mixed	Other	Unknown	White
EU	0.26%	0.28%	0.38%	12.16%	14.81%	8.66%
Non-EU	6.25%	2.15%	0.59%	51.35%	15.34%	2.31%
UK	4.94%	2.79%	2.18%	35.14%	68.78%	62.39%

**Chart 2.5: Academic pipeline by ethnicity**

	Lecturer	Professor	Reader	Senior Lecturer
Asian	16.3	10.2	10.6	16.6
Black	5	0.8	2.6	2.9
Mixed	2.9	1.5	2.6	2.6
Other	3.6	3.9	3.5	1.4
Unknown	6.5	6.2	5.3	4.9
White	63.4	77.1	75.2	71.3

- The number of racially minoritised professors has decreased by 7 individuals.
- Overall, the number of professors has decreased due to organisational change, however this has allowed a few percentage points increase in racially minoritised professors.

Table 6: All staff by ethnicity 2022-23% vs 2023-24%

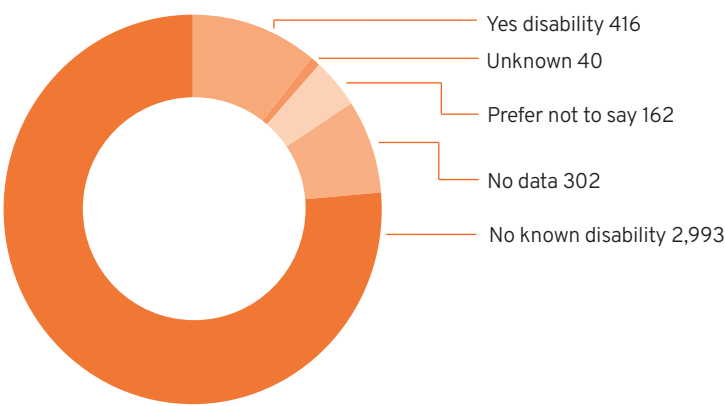
Professors by ethnicity	2022-23 %	2023-24%
Asian	5.2	9.6
Black	2	0.7
Mixed	1	1.5
Other	3	3.7
Unknown	7.6	6.6
White	75.8	77.7

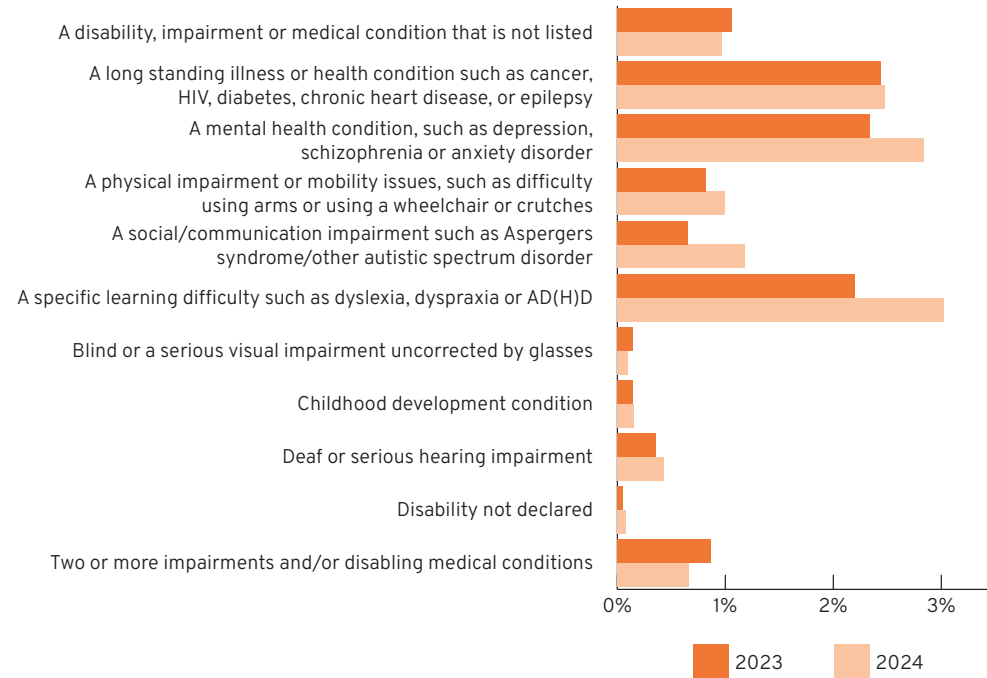
Racially minoritised professors	2022-23	2023-24
Racially minoritised professors	28	21
Ethnicity not disclosed	15	9
All professors	198	135
% Racially minoritised professors	14.10%	15.50%

Staff balance by disability

The proportion of staff declaring a disability has risen from 11.07% in 2023 to 12.91% in 2024, despite there being an overall drop in staff numbers. The areas with the greatest increased declarations are Specific Learning Difficulty (2.20%:3.02%) and Mental Health Condition (2.34%:2.84%). The university has been implementing and maintaining measures to alleviate the impact of difficulties faced by disabled staff. Further issues for the university to consider include the review of policies around flexible working requests triggered by disability accommodation, assessment of resources and processes to support digital accessibility and promotion of the Employee Assistance Programme (EAP).

Chart 3.1: All staff by disclosed disability



**Chart 3.2: All staff by disclosed disability 2022-23% vs 2023-24%**

	2023	2024
No Data	11.73%	7.72%
No Known Disability	75.52%	76.51%
Prefer Not to Say	3.79%	5.19%
A disability, impairment or medical condition that is not listed	1.06%	0.97%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	2.44%	2.48%
A mental health condition, such as depression, schizophrenia or anxiety disorder	2.34%	2.84%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.82%	1.00%
A social/communication impairment such as Aspergers syndrome/ other autistic spectrum disorder	0.65%	1.18%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	2.20%	3.02%
Blind or a serious visual impairment uncorrected by glasses	0.14%	0.10%
Childhood development condition	0.14%	0.15%
Deaf or serious hearing impairment	0.36%	0.43%
Disability not declared	0.05%	0.08%
Two or more impairments and/or disabling medical conditions	0.87%	0.66%



Staff balance by religion and belief

There have been very minor increases and decreases in representation by religion and belief. The highest figure is 'no religion' followed by 'Christian.' Unknown has continued to go down which reflects individuals declaring their religion/belief. This might continue to be due the creation of the Religious Observance Guidance (in 2022-23), however, consideration should also be given to ensuring specific other religions/beliefs are appropriately captured and reflected.

Chart 4.1: All staff by disclosed religion or belief

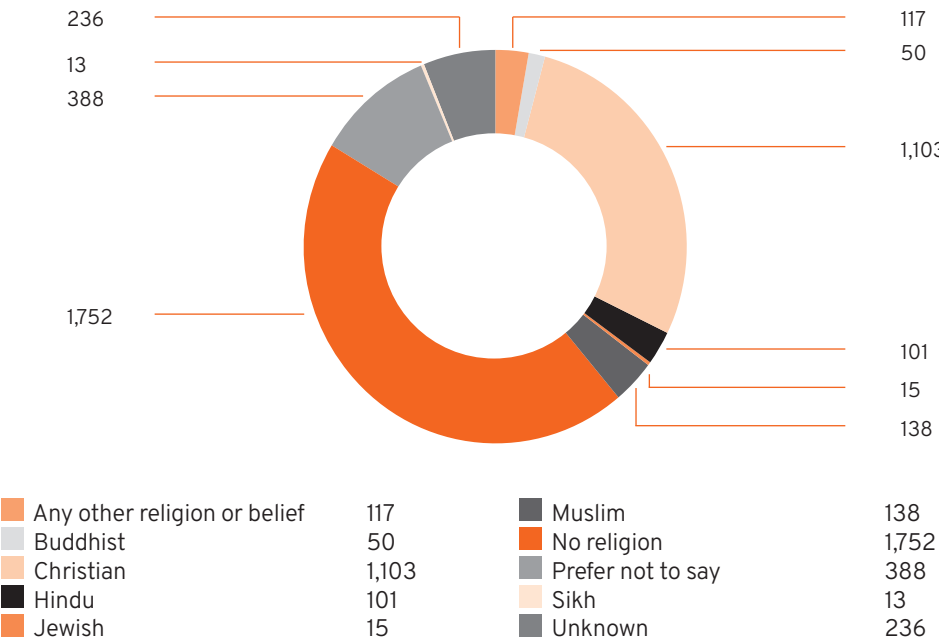


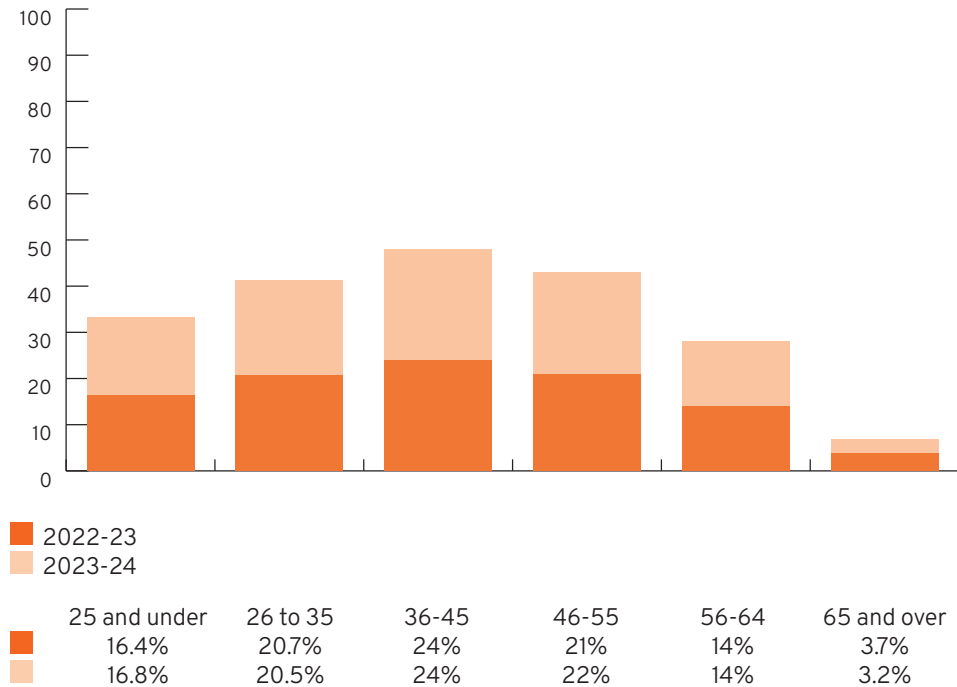
Table 7: All staff by disclosed religion or belief 2022-23% vs 2023-24%

Disclosed religion or belief	2022-23%	2023-24%
Any other religion or belief	3.3	2.9
Buddhist	1	1.2
Christian	28.3	28.1
Hindu	1.9	2.5
Jewish	0.4	0.3
Muslim	2.8	3.5
No religion	44.3	44.7
Sikh	0.3	0.3
Spiritual	0	0
Unknown	7.3	6

### Staff balance by age

There has been very little change in percentage points in the staff age demographic. 36–45-year-olds continues as the largest demographic. There has been 1% increase in 46–55-year-olds.

**Chart 5.1: All staff by age group**



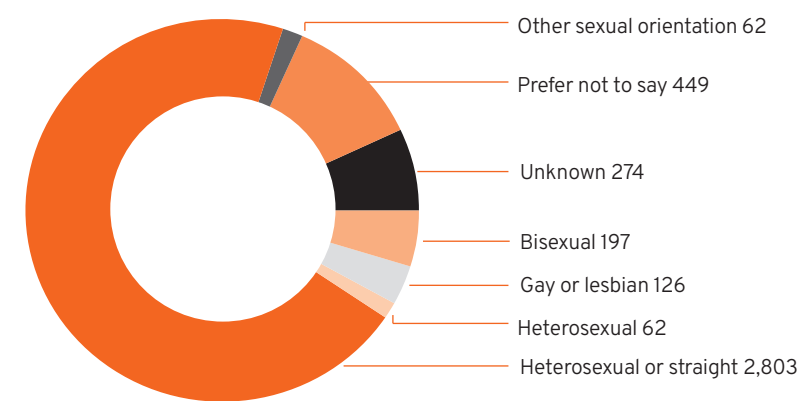
**Table 8: All staff by age 2022-23% vs 2023-24%**

All staff age group %	2022-23	2023-24
25 and under	16.4	16.8
26 to 35	20.7	20.5
36-45	24	24
46-55	21	22
56-64	14	14
65 and over	3.7	3.2

### Staff balance by sexual orientation

For 2023-24 81.4% of staff had provided information regarding their sexual orientation (2022-23, 79.2%). 8.2% disclosed their sexual orientation as LGBTQ (8.9% in 2022-23).

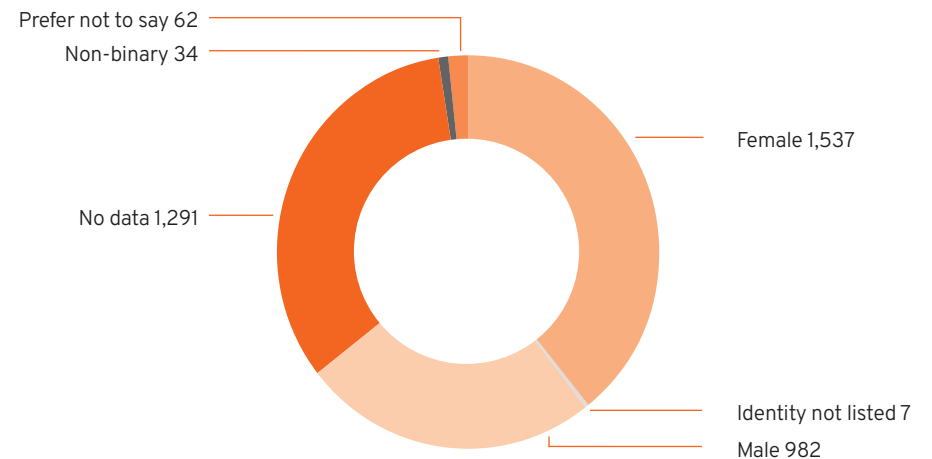
**Chart 6.1: All staff by sexual orientation**



### Staff balance by gender identity

For 2023-24, 65.4% of staff had provided information regarding their gender identity, an increase from 2022-23 of 5.1%. 0.17% of staff did not have their identity listed and 0.8% identified as non-binary, increase of 0.1% from 2022-23.

**Chart 7.1: All staff by gender identity**



Staff recruitment

During the 2023-24 academic year, the University hired 726 (724 in 2022-23) staff from 7467 (6211 in 2022-23) applicants. 33% (27.9% in 2022-23) were for Academic and Research roles, with the remaining 67% (72.1% in 2022-23) for Professional and Support Services posts.

Recruitment by sex

There were 1913 applications to academic roles (Female, Male, Non-Binary and Other). Female staff comprised a higher percentage of those hired, compared to the proportion of applicants (Figures 8-10). Over the 2023-24 academic year, females comprised 41.1% (47.6% in 2022-23) of all applicants to academic roles, and 50.4% (50% in 2022-23) of those hired. The data indicates that during this period, success rates (the proportion of those hired compared to applications) differed by gender, with 15.3% (17.4% 2022-23) of female academic applicants receiving an offer compared to 10.3% (15.3% in 2022-23) of males. Female applicants comprised 66.6% (60.4% in 2022-23) of those recruited into PSS roles over this academic year.

Chart 8.1.1: All staff recruitment by sex %

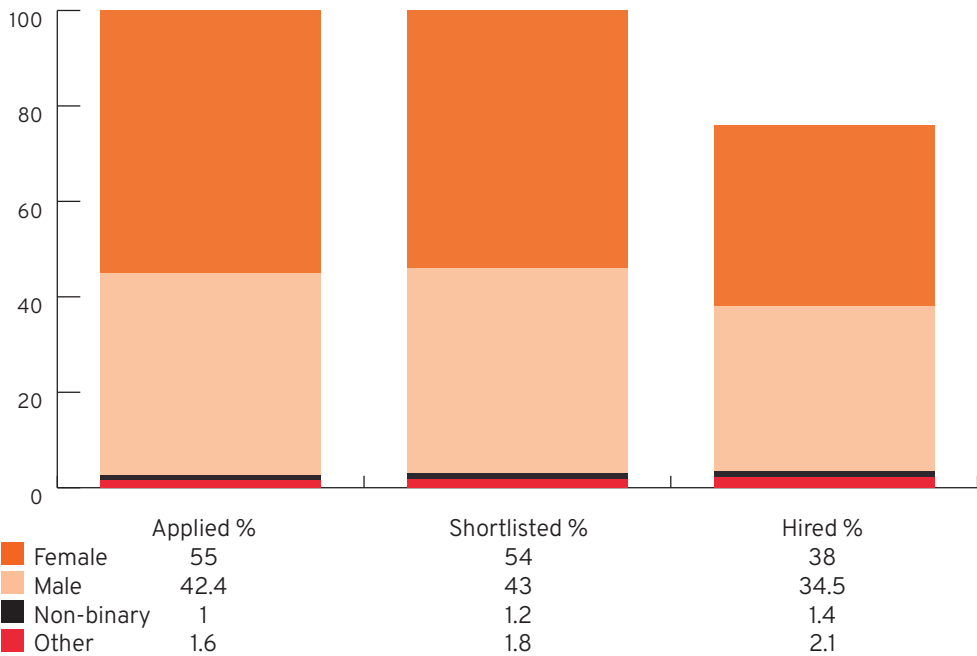
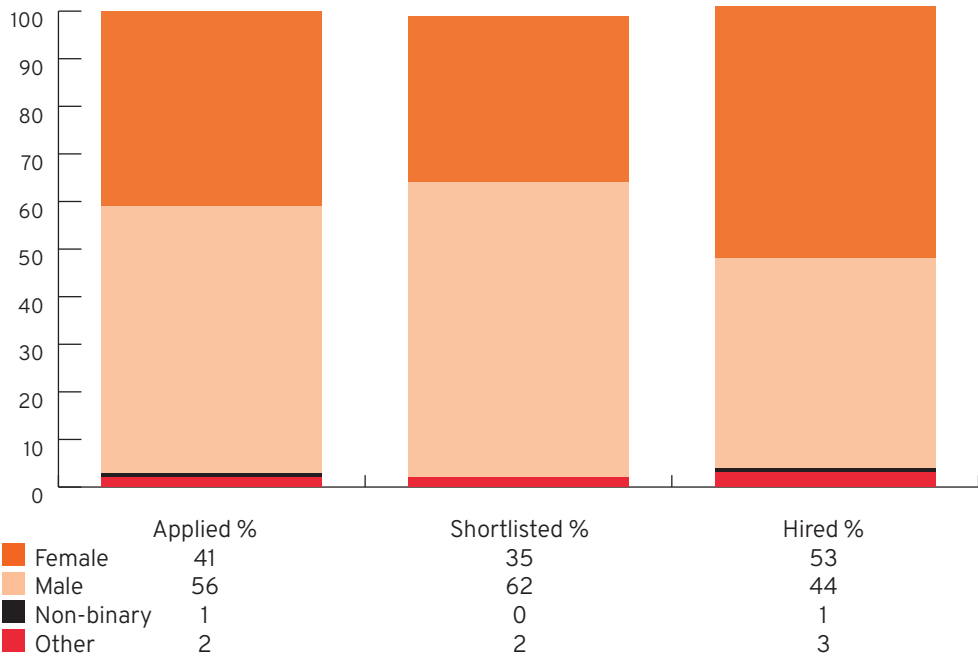
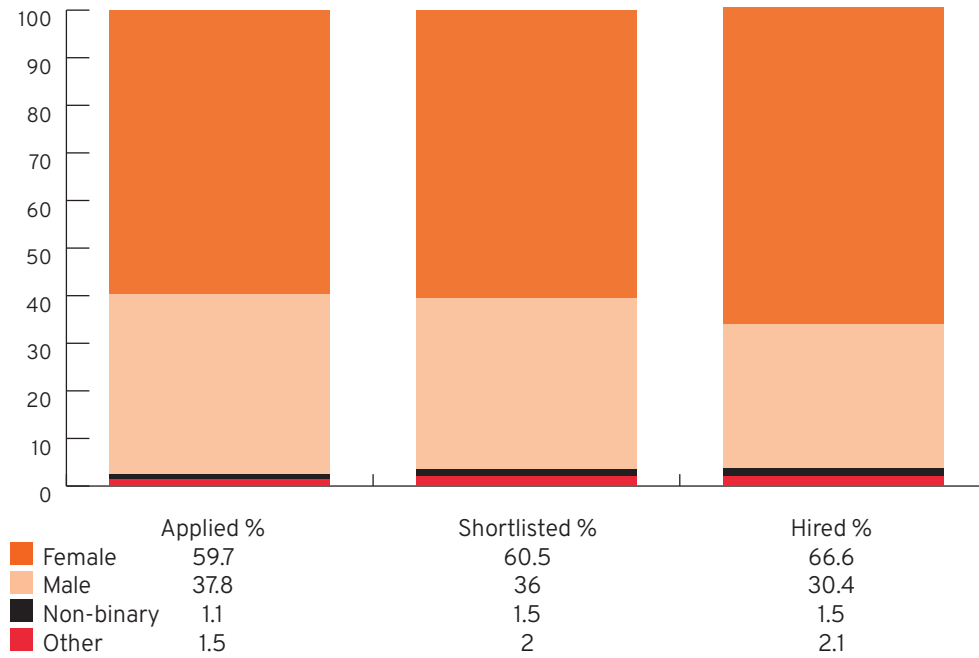


Chart 8.1.2: Academic staff recruitment by sex





**Chart 8.1.3: PSS staff recruitment by sex**



### Recruitment by ethnicity

21% (30% in 2022-23) of staff hired were from non-white backgrounds (of which 0.3% Unknown) (Figures 11-13). The data also indicates that during this year the success rate (the proportion of those hired compared to applications) differed by ethnicity, with 15.4% (24.4% in 2022-23) of White applicants receiving an offer compared to 5.7% (9.7% in 2022-23) of those from a racially minoritised background. In 2023-24 65% (45.7% in 2021/22) of applications for academic and research positions were from racially minoritised applicants (7% of applicant's backgrounds were Unknown). 28% (29.1% in 2022-23) of those hired in academic or research posts were racially minoritised. Those identifying as racially minoritised comprised 37.2% (44.9% in 2022-23) of all Professional Services and Support staff applicants and 19.3% of those hired.

**Chart 8.2.1: All recruitment by ethnicity**

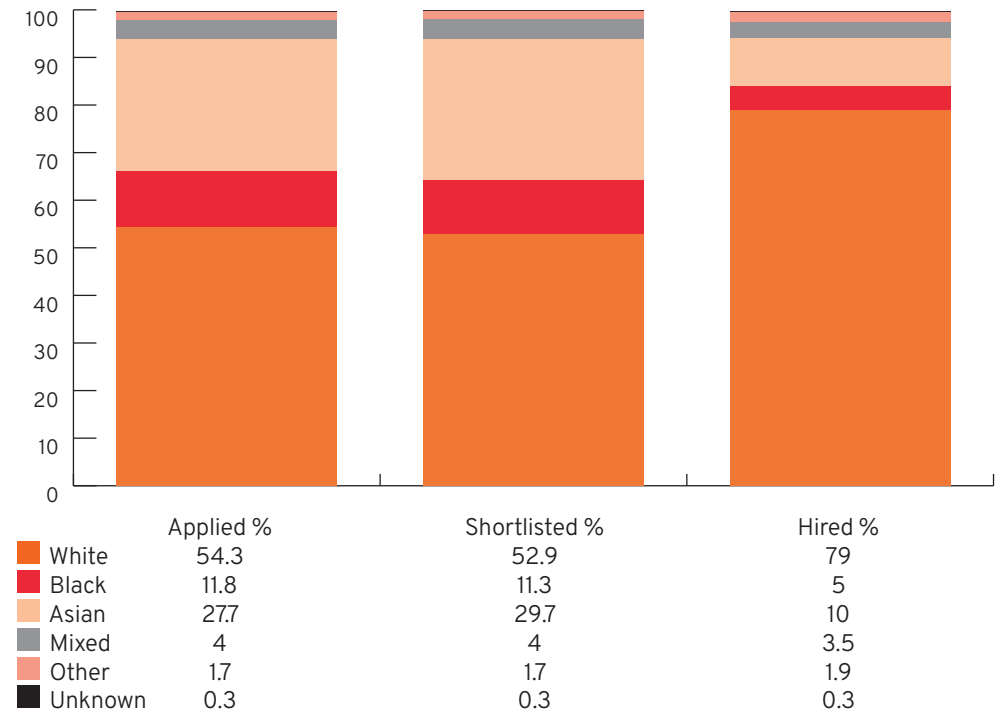


Chart 8.2.2: Academic recruitment by ethnicity

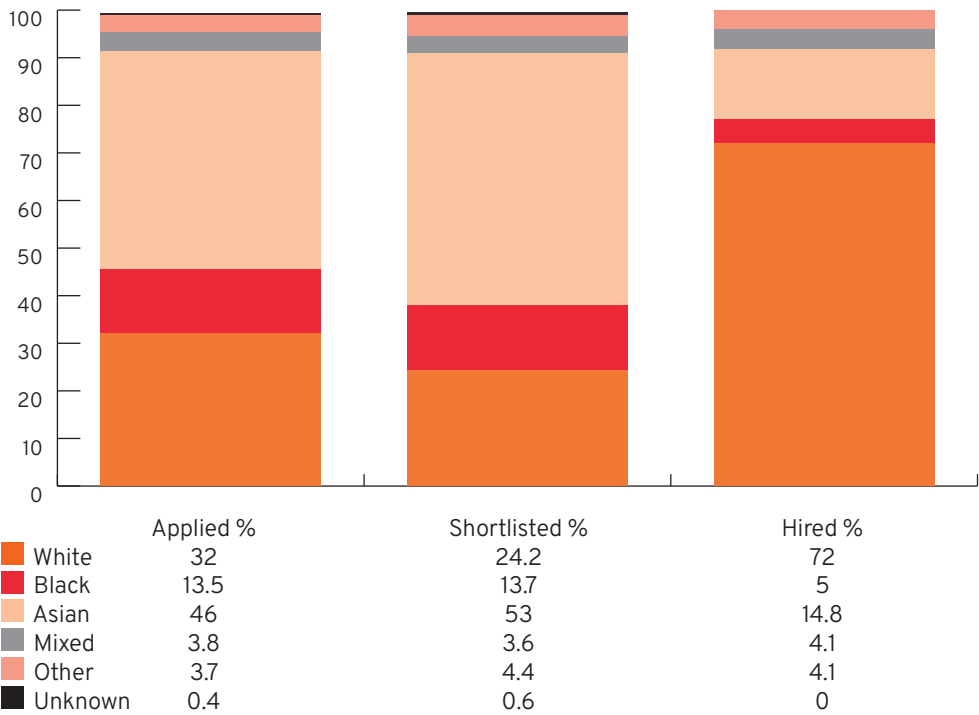
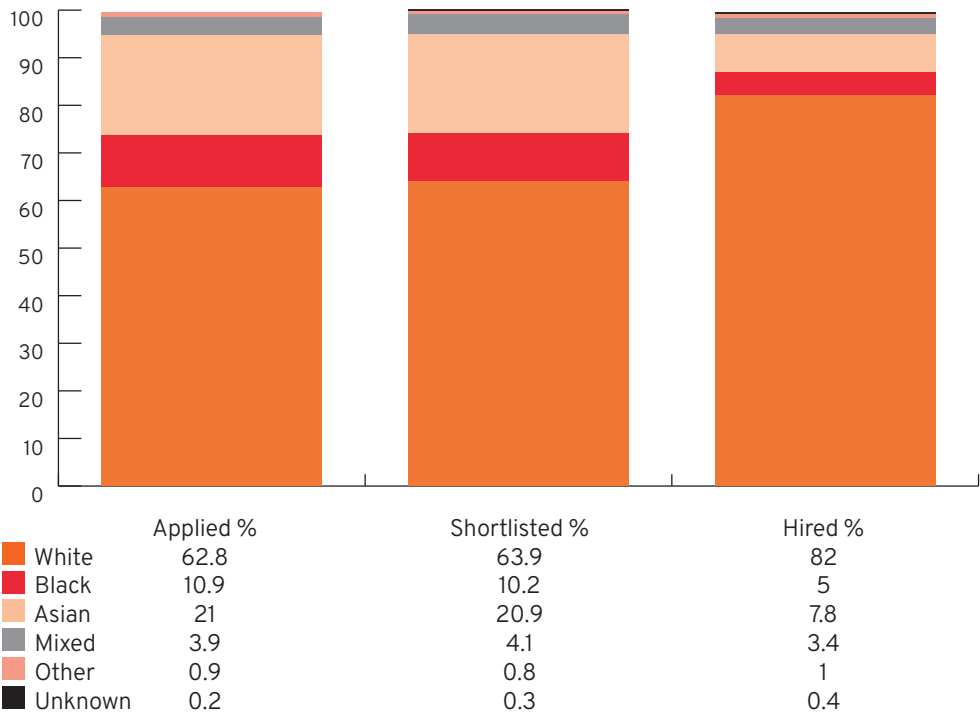


Chart 8.2.3: PSS recruitment by ethnicity



Technician data

Technician data is currently unavailable for breakdown by protected characteristics. However, work will take place to provide this to both the Race Equality Charter Monitoring Group and the Athena SWAN iSAT in the 2025-26 academic year (prior to the 2027 institutional resubmission) and within the 2025-25 EDI Valuing Everyone Annual Report.

## 2024-25 all-staff experience survey by EDI analysis

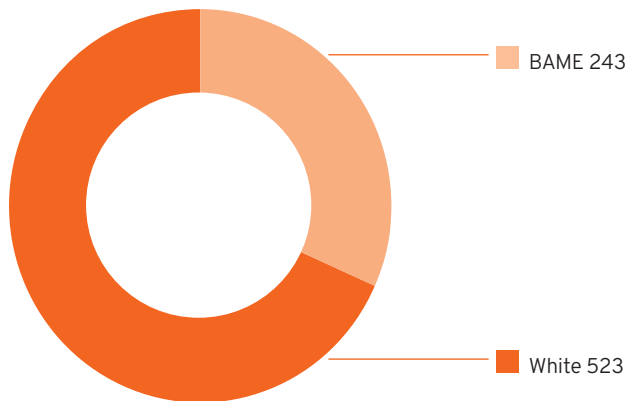
In 2024 the decision was taken to include questions from the Race Equality Charter and Athena SWAN all-staff survey's in the Kent All-Staff Experience Survey to allow for annual tracking and analysis of the staff experience by race and sex, and provide annual staff experience data for analysis to the Athena SWAN iSAT and the REC Monitoring Group. Full reports of all relevant data sets (ethnicity, sex, and caring responsibilities) will be presented to JSNCC and both Charter Mark monitoring groups in 2025 whilst headline data is included within this report. Broadly responses to all staff survey question sets were more positive than the previous year for both all respondents, regardless of protected characteristic(s), although satisfaction in several areas remains below 50%.

Results will also be provided to the Staff Networks for scrutiny and action (additional analysis will be conducted for Staff with Disabilities and Staff Sexuality for this purpose in March 2025).

### Staff survey 24-25 EDI analysis (ethnicity)

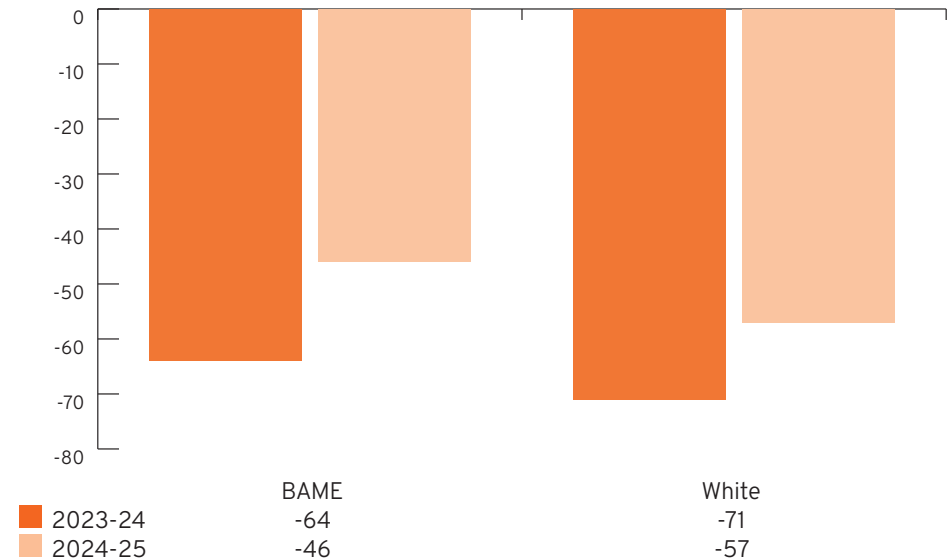
This analysis breaks down the responses to the staff survey by ethnicity (BAME vs White). Note that nationality and ethnicity have been combined in the self-selection options for staff to complete, so the data may not be representative of the overall staff population.

**Chart 9.1: Overall respondents by ethnicity**



There has been a greater increase in racially minoritised employee satisfaction (+18) than white employee satisfaction (+14) between 2023-24 and 2024-25, although both groups remain low.

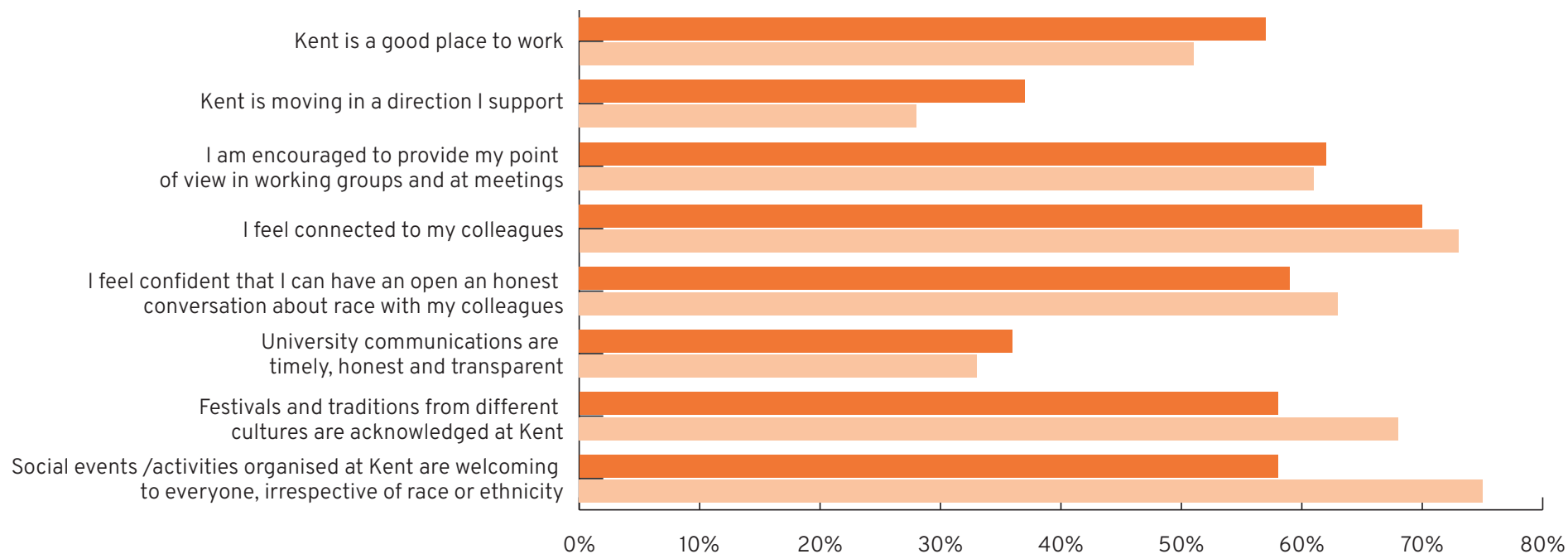
**Chart 9.2: Net promoter score by ethnicity**



White respondents were more likely to feel that the social / celebration events at Kent were more inclusive than racially minoritised respondents, whilst racially minoritised respondent were more likely to consider that Kent was moving in a direction that they supported and view it as a good place to work.



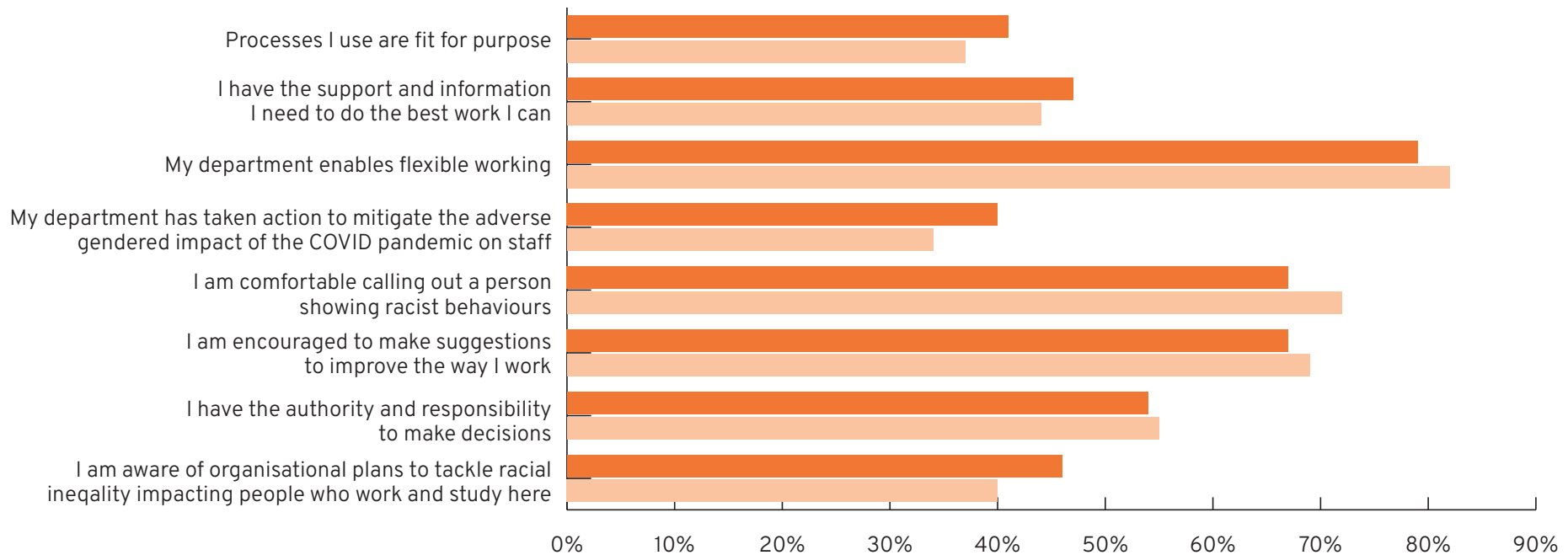
Chart 9.3: Engaging and listening positive responses by ethnicity



	Kent is a good place to work	Kent is moving in a direction I support	I am encouraged to provide my point of view in working groups and at meetings	I feel connected to my colleagues	I feel confident that I can have an open and honest conversation about race with my colleagues	University communications are timely, honest and transparent	Festivals and traditions from different cultures are acknowledged at Kent	Social events /activities organised at Kent are welcoming to everyone, irrespective of race or ethnicity
BAME	57%	37%	62%	70%	59%	36%	58%	58%
White	51%	28%	61%	73%	63%	33%	68%	75%

Racially minoritised staff are more likely to be aware of institutional work to tackle racial inequality, which may be an indication that White staff do not view the work as either as relevant to them and their work and that communications on this work are not inclusive enough. White staff appear to be more affected by long-term Covid related impact than racially minoritised staff, although both racially minoritised and white staff consider that they have access to flexible working arrangements.

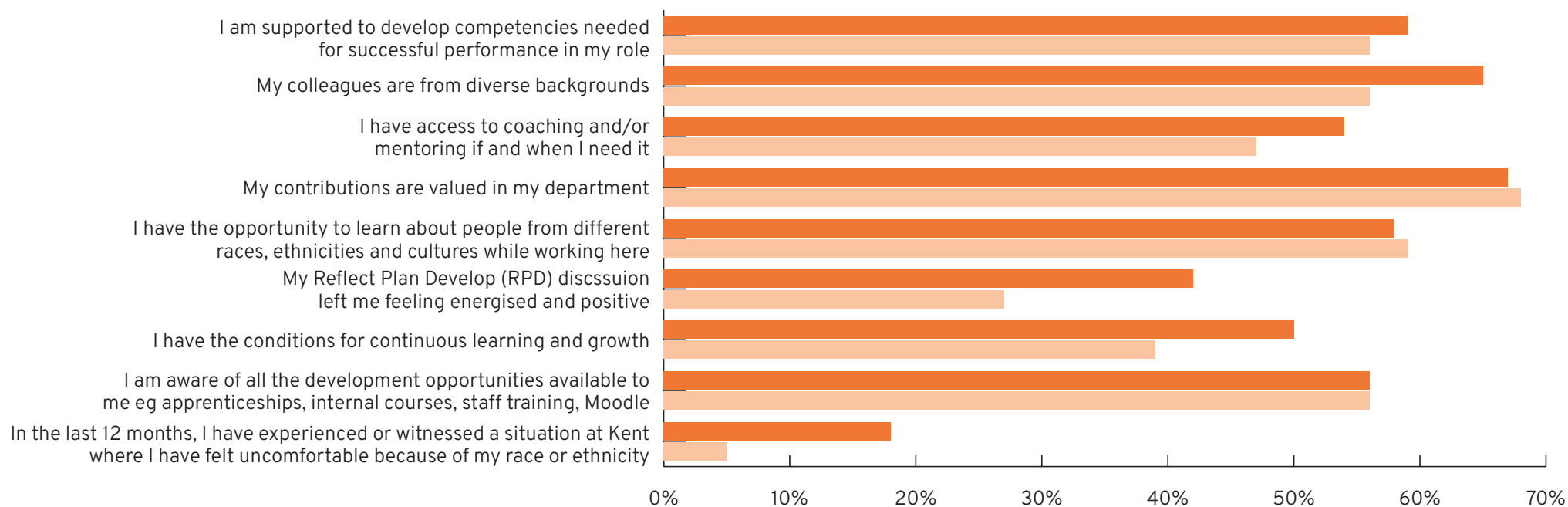
Chart 9.4: How we work positive responses by ethnicity



	Processes I use are fit for purpose	I have the support and information I need to do the best work I can	My department enables flexible working	My department has taken action to mitigate the adverse gendered impact of the COVID pandemic on staff	I am comfortable calling out a person showing racist behaviours	I am encouraged to make suggestions to improve the way I work	I have the authority and responsibility to make decisions	I am aware of organisational plans to tackle racial inequality impacting people who work and study here
BAME	41%	47%	79%	40%	67%	67%	54%	46%
White	37%	44%	82%	34%	72%	69%	55%	40%

There is a significant variance between the proportion of racially minoritised staff and White who report being made to feel uncomfortable because of their race or ethnicity. Staff Report and Support numbers do not match this, which indicates that there is a barrier for racially minoritised staff feeling safe and comfortable reporting an incident that needs further work. Racially minoritised staff reported higher levels of satisfaction compared to White staff in relation to continuous professional development and the RPD process across several questions.

Chart 9.5: Growing diverse talent positive responses by ethnicity

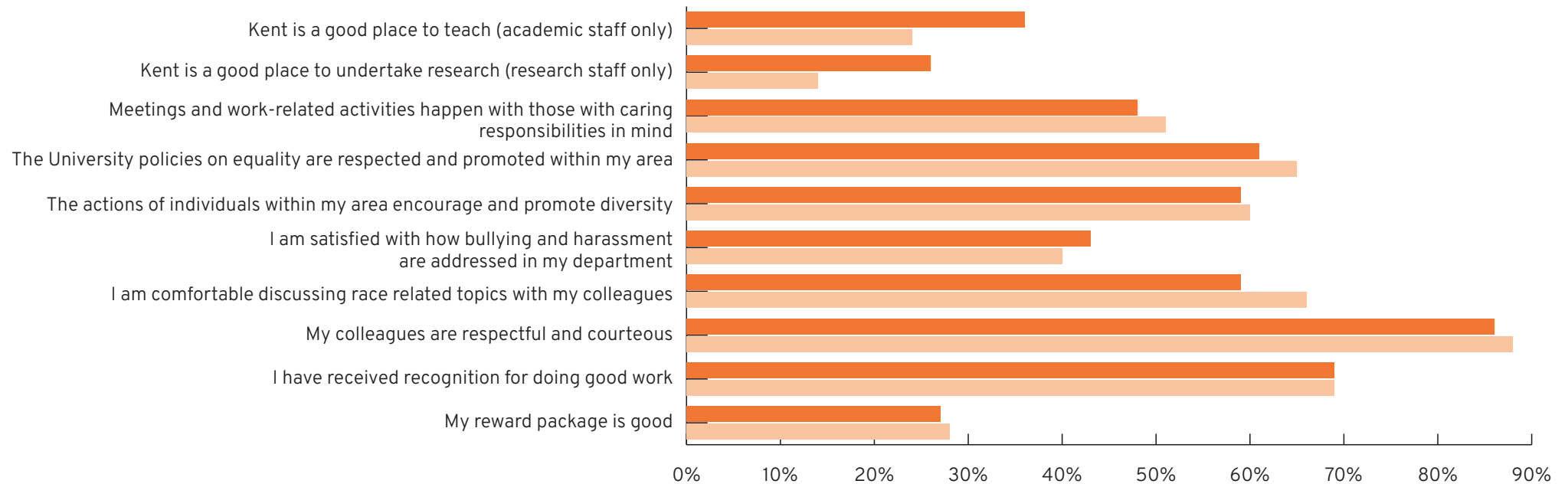


	I am supported to develop competencies needed for successful performance in my role	My colleagues are from diverse backgrounds	I have access to coaching and/or mentoring if and when I need it	My contributions are valued in my department	I have the opportunity to learn about people from different races, ethnicities and cultures while working here	My Reflect Plan Develop (RPD) discussion left me feeling energised and positive	I have the conditions for continuous learning and growth	I am aware of all the development opportunities available to me eg apprenticeships, internal courses, staff training, Moodle	In the last 12 months, I have experienced or witnessed a situation at Kent where I have felt uncomfortable because of my race or ethnicity
BAME	59%	65%	54%	67%	58%	42%	50%	56%	18%
White	56%	56%	47%	68%	59%	27%	39%	56%	5%

There is parity between how white and racially minoritised employees view the reward and recognition packages and the culture and work environment around them, with generally positive responses. Academic and Research staff have lower satisfaction rates, across both White and racially minoritised staff groups, with White staff reporting significantly low levels of satisfaction (particularly for research staff).

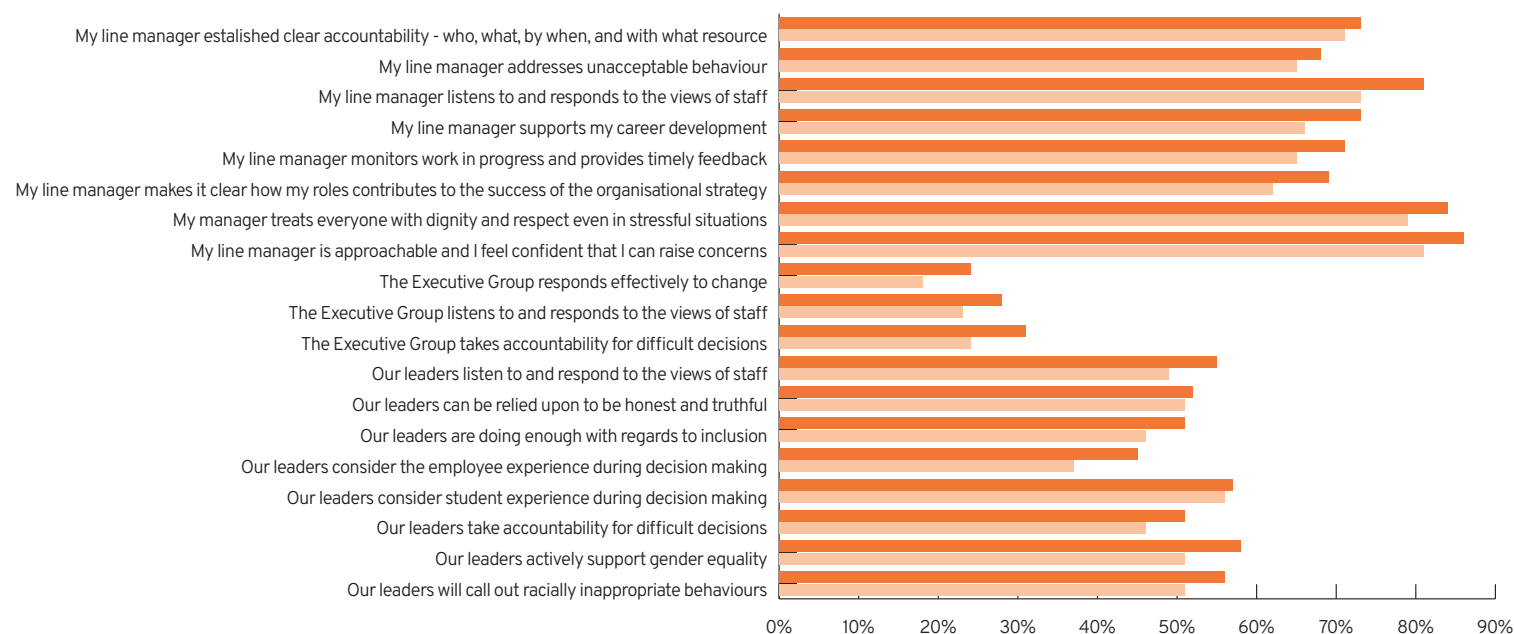


Chart 9.6: Our employee experience positive responses by ethnicity



	Kent is a good place to teach (academic staff only)	Kent is a good place to undertake research (research staff only)	Meetings and work-related activities happen with those with caring responsibilities in mind	The University policies on equality are respected and promoted within my area	The actions of individuals within my area encourage and promote diversity	I am satisfied with how bullying and harassment are addressed in my department	I am comfortable discussing race related topics with my colleagues	My colleagues are respectful and courteous	I have received recognition for doing good work	My reward package is good
BAME	36%	2600%	48%	61%	59%	43%	59%	86%	69%	27%
White	24%	1400%	51%	65%	60%	40%	66%	88%	69%	28%

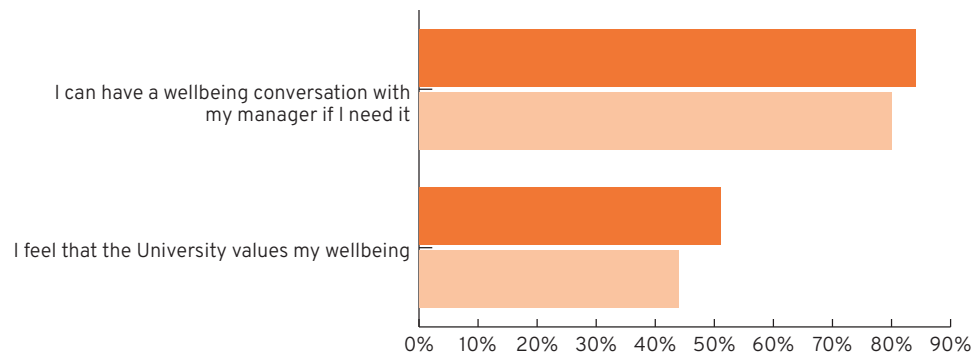
Universally, racially minoritised staff reported higher levels of satisfaction than White staff regarding all questions for this subset. Racially minoritised staff satisfaction was noticeably higher when examining how Kent's leaders promote gender equality, how leaders call out racially inappropriate behaviours, accountability for difficult decisions and listening and responding to the views of staff. Across both White and racially minoritised respondents, confidence in the Executive Group remained low.

**Chart 9.7: How we lead and manage positive responses by ethnicity**

	My line manager established clear accountability - who, what, by when, and with what resource	My line manager addresses unacceptable behaviour	My line manager listens to and responds to the views of staff	My line manager supports my career development	My line manager monitors work in progress and provides timely feedback	My line manager makes it clear how my roles contributes to the success of the organisational strategy	My manager treats everyone with dignity and respect even in stressful situations	My line manager is approachable and I feel confident that I can raise concerns	The Executive Group responds effectively to change	The Executive Group listens to and responds to the views of staff	The Executive Group takes accountability for difficult decisions	Our leaders listen to and respond to the views of staff	Our leaders can be relied upon to be honest and truthful	Our leaders are doing enough with regards to inclusion	Our leaders consider the employee experience during decision making	Our leaders consider student experience during decision making	Our leaders take accountability for difficult decisions	Our leaders actively support gender equality	Our leaders will call out racially inappropriate behaviours
BAME	73%	68%	81%	73%	71%	69%	84%	86%	24%	28%	31%	55%	52%	51%	45%	57%	51%	58%	56%
White	71%	65%	73%	66%	65%	62%	79%	81%	18%	23%	24%	49%	51%	46%	37%	56%	46%	51%	51%

There was broad parity between racially minoritised and white respondents in terms of health and wellbeing respondents. Confidence in institutional priority for staff wellbeing was low, although, encouragingly, over 80% of both racially minoritised and White respondents felt that they could approach their line manager for a wellbeing conversation.

Chart 9.8: Health and wellbeing positive responses by ethnicity



	I can have a wellbeing conversation with my manager if I need it	I feel that the University values my wellbeing
BAME	84%	80%
White	51%	44%

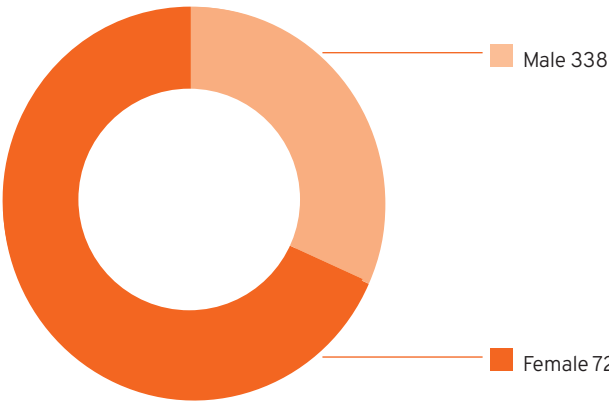


# Staff survey 24-25 EDI analysis (sex)

This analysis breaks down the responses to the staff survey by Sex (Male vs Female). Staff were given the opportunity for free-text fields, so 'sex' and 'gender' have been conflated by some respondents. As a result, the data may not be representative of the overall staff population.

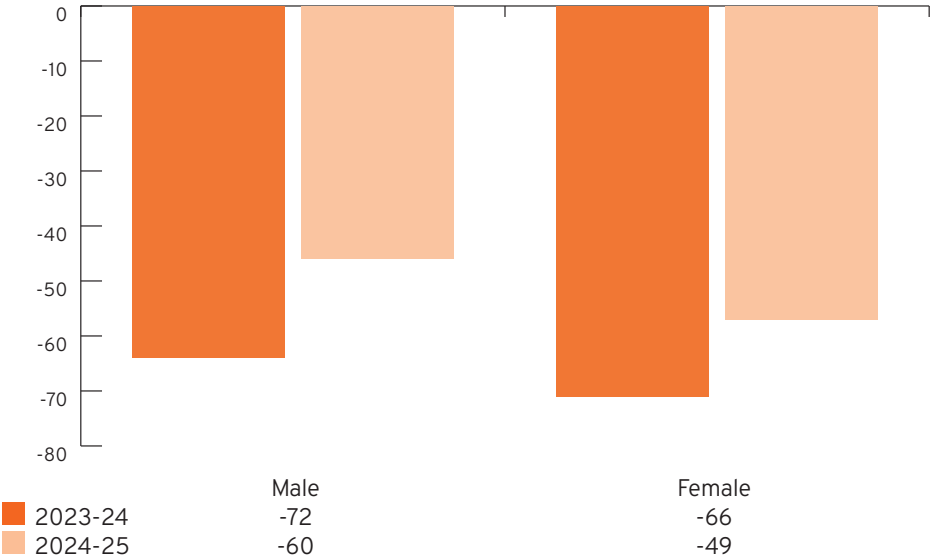
There is a divide between male and female respondents across all three response areas, with the largest gap within Professional Services, followed by Academic staff. This gap has widened since 2023-24 (PS gap 23-24 17%, 24-25 16%), (Academic gap 23-24 17%, 24-25 12%), (Operational gap 23-24 1%, 24-25 4%). Male respondents are more likely to be in full time, ongoing employment than female respondents, whilst females are more likely to be on part-time and/or fixed term contracts. There is little variation between campus base between respondents. Male respondents are more likely to have line management responsibility, and, although the gap remains the same as the previous year, the proportion of both male and female line managers has increased. Male respondents are significantly more likely to have research as an active part of their role (this is a new question so no comparison on the previous year) and are also more likely to be considering, or unsure about, leaving Kent's employment's.

Chart 10.1: Overall respondents by sex



All respondent satisfaction has increased since the previous year. Female respondent satisfaction has increased by +16 points and male respondent satisfaction has increased by +12 points. However, both remain low in comparison to the 'average' organisation.

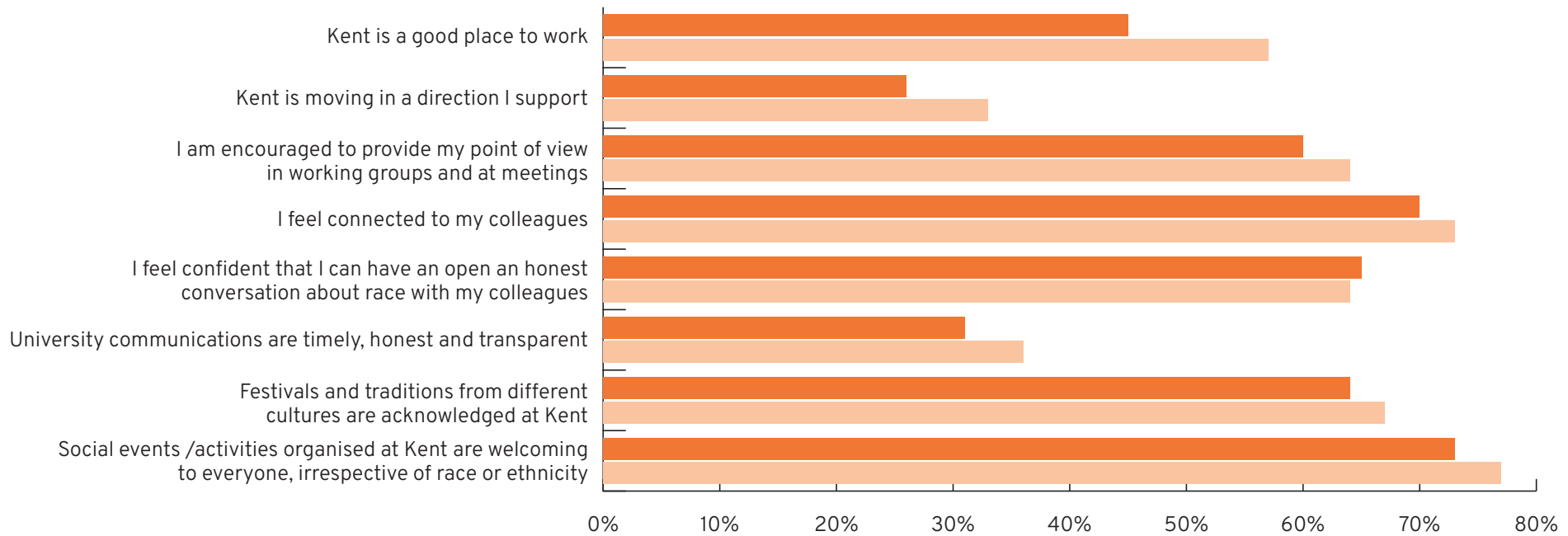
Chart 10.2: Net promoter score by sex



Female respondents have higher, or matching satisfaction rates than male respondents across all categories of this subset of questions. Male respondents are significantly less likely to score Kent as a good place to work than female respondents, although both groups scored higher than the previous year results. Both groups felt that Kent organised inclusive activities, felt connected to their colleagues and were confident in having open and honest conversations around race. Scores around University communications and the strategic direction of Kent were low for both categories.



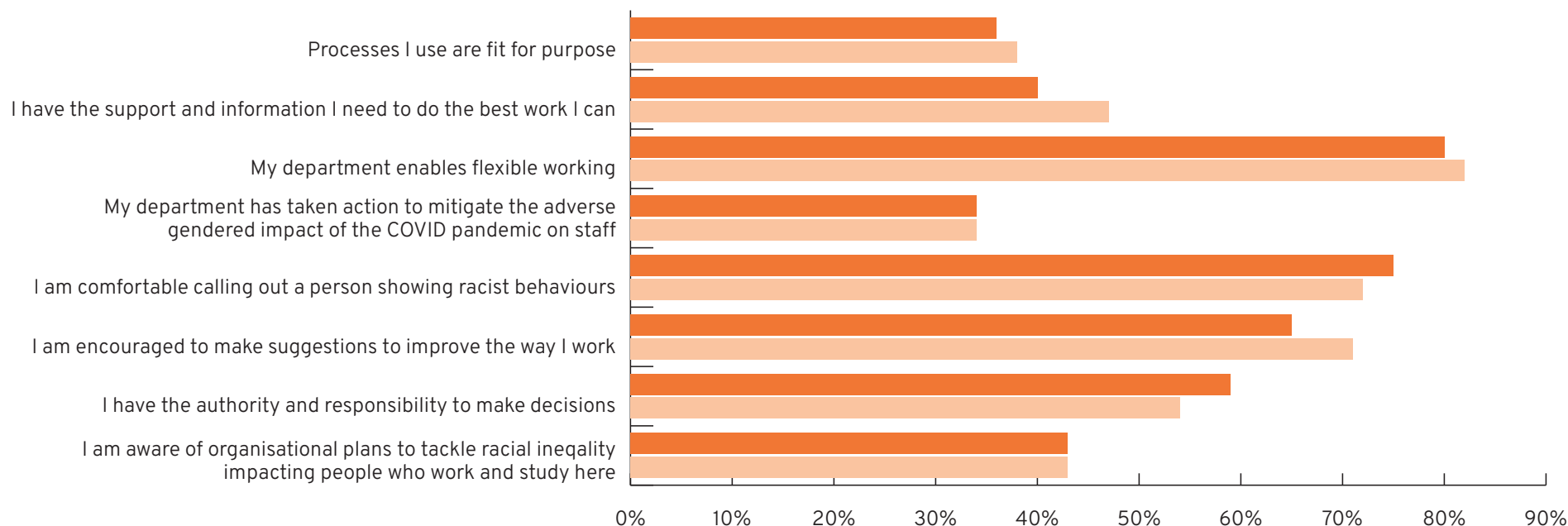
Chart 10.3: Engaging and listening positive responses by sex



	Kent is a good place to work	Kent is moving in a direction I support	I am encouraged to provide my point of view in working groups and at meetings	I feel connected to my colleagues	I feel confident that I can have an open and honest conversation about race with my colleagues	University communications are timely, honest and transparent	Festivals and traditions from different cultures are acknowledged at Kent	Social events /activities organised at Kent are welcoming to everyone, irrespective of race or ethnicity
Male	45%	26%	60%	70%	65%	31%	64%	73%
Female	57%	33%	64%	73%	64%	36%	67%	77%

Responses to this subset of questions were broadly consistent across both male and female respondents. Staff indicated good levels of satisfaction for flexible working arrangements and responses also indicate that staff feel that they have a voice and are empowered to make decisions. Low levels of satisfaction were recorded in relation to mitigations for any gendered impact of the COVID-19 pandemic and the provision of support, information and processes that are fit for purpose.

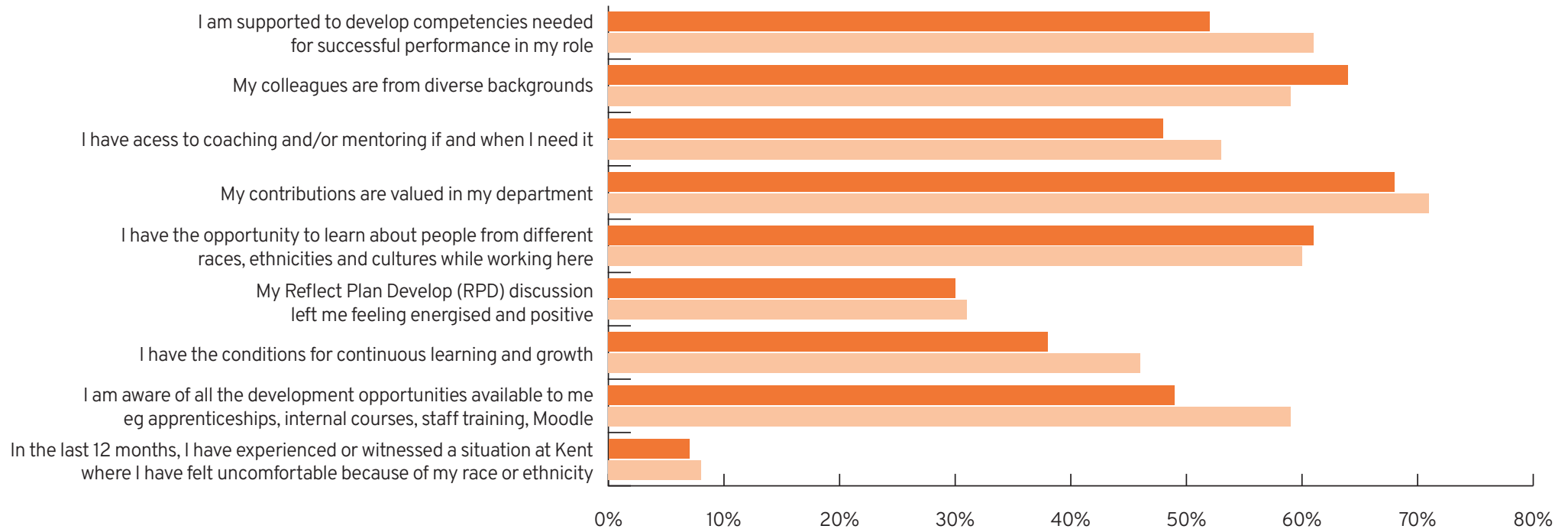
Chart 10.4: How we work positive responses by sex



	Processes I use are fit for purpose	I have the support and information I need to do the best work I can	My department enables flexible working	My department has taken action to mitigate the adverse gendered impact of the COVID pandemic on staff	I am comfortable calling out a person showing racist behaviours	I am encouraged to make suggestions to improve the way I work	I have the authority and responsibility to make decisions	I am aware of organisational plans to tackle racial inequality impacting people who work and study here
Male	36%	40%	80%	34%	75%	65%	59%	43%
Female	38%	47%	82%	34%	72%	71%	54%	43%

Female respondents demonstrated greater awareness of development opportunities across the board. There is a known barrier for access to developmental opportunities for operational and front-line staff, and the higher proportion of male respondents within this area may contribute to the professional development gap. Satisfaction rates in relation to the RPD process are low for both male and female respondents.

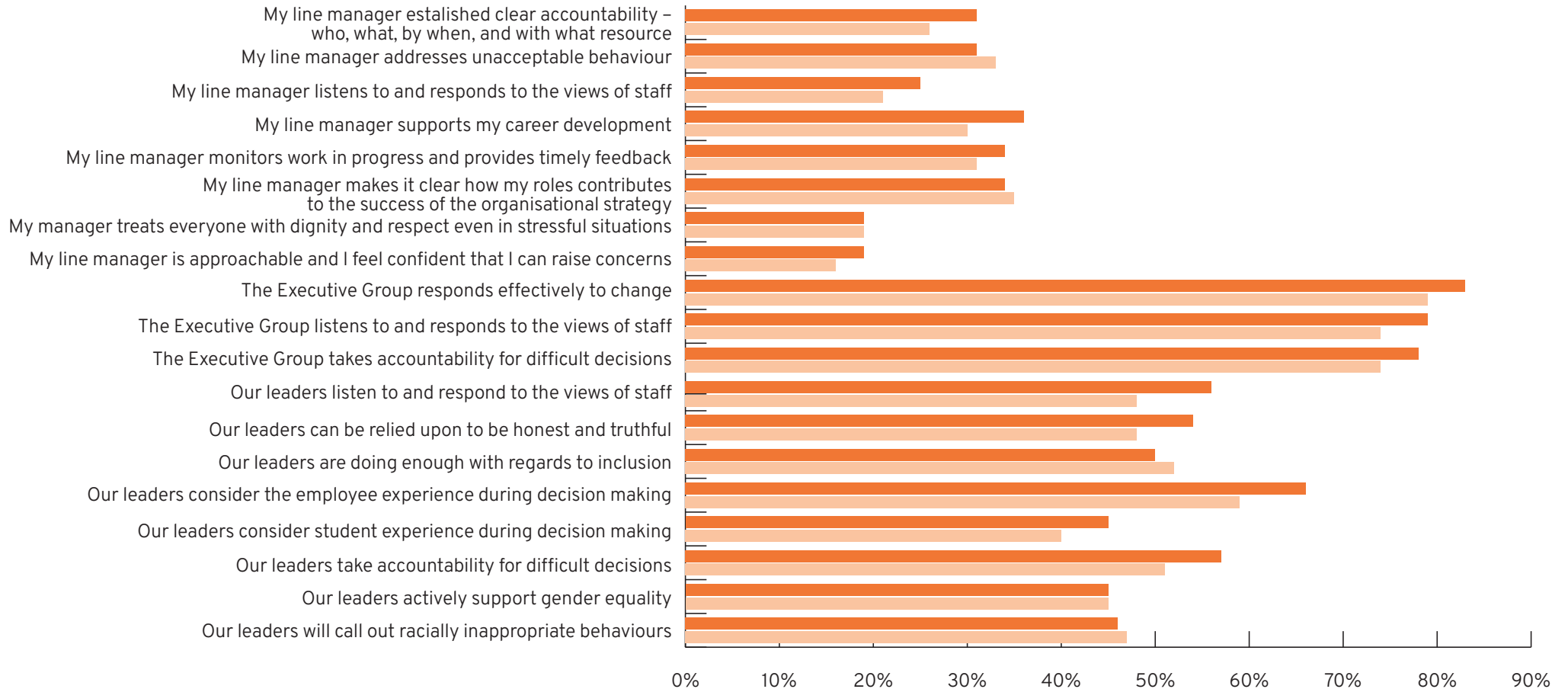
Chart 10.5: Growing diverse talent positive responses by sex



	I am supported to develop competencies needed for successful performance in my role	My colleagues are from diverse backgrounds	I have access to coaching and/or mentoring if and when I need it	My contributions are valued in my department	I have the opportunity to learn about people from different races, ethnicities and cultures while working here	My Reflect Plan Develop (RPD) discussion left me feeling energised and positive	I have the conditions for continuous learning and growth	I am aware of all the development opportunities available to me e.g. apprenticeships, internal courses, staff training, Moodle	In the last 12 months, I have experienced or witnessed a situation at Kent where I have felt uncomfortable because of my race or ethnicity
Male	52%	64%	48%	68%	61%	30%	38%	49%	7%
Female	61%	59%	53%	71%	60%	31%	46%	59%	8%

Female respondents recorded a higher positive response to leadership and Executive Group behaviours and communication, although female respondents reported less confidence in leadership ability to address barriers to inclusion and respond effectively to instances of unacceptable behaviour, bullying or harassment. As the group more likely to experience discrimination, bullying or harassment, this is an area of concern to be addressed. Confidence from both male and female respondents in the Executive Group remains low, although higher than the previous year.

Chart 10.6: How we lead and manage positive responses by sex

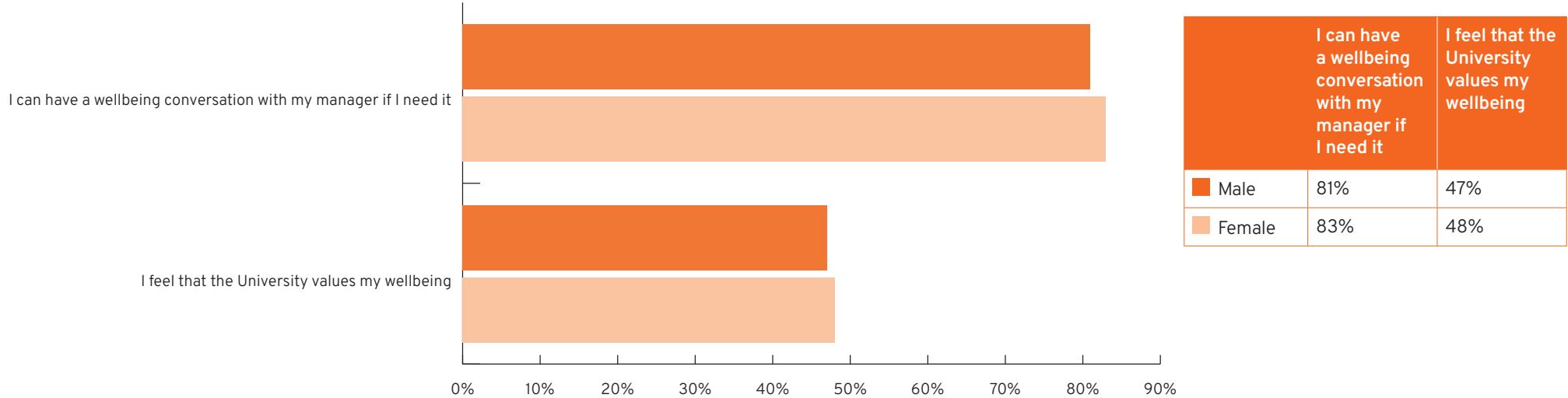




	My line manager established clear accountability – who, what, by when, and with what resource	My line manager addresses unacceptable behaviour	My line manager listens to and responds to the views of staff	My line manager supports my career development	My line manager monitors work in progress and provides timely feedback	My line manager makes it clear how my roles contributes to the success of the organisational strategy	My manager treats everyone with dignity and respect even in stressful situations	My line manager is approachable and I feel confident that I can raise concerns	The Executive Group responds effectively to change	The Executive Group listens to and responds to the views of staff	The Executive Group takes accountability for difficult decisions	Our leaders listen to and respond to the views of staff	Our leaders can be relied upon to be honest and truthful	Our leaders are doing enough with regards to inclusion	Our leaders consider the employee experience during decision making	Our leaders consider student experience during decision making	Our leaders take accountability for difficult decisions	Our leaders actively support gender equality	Our leaders will call out racially inappropriate behaviours
Male	31%	31%	25%	36%	34%	34%	19%	19%	83%	79%	78%	56%	54%	50%	66%	45%	57%	45%	46%
Female	26%	33%	21%	30%	31%	35%	19%	16%	79%	74%	74%	48%	48%	52%	59%	40%	51%	45%	47%

Over 80% of both male and female respondents reported that they could approach their line manager for a wellbeing conversation if needed, which is encouraging. Conversely, lack of trust in the University to value staff wellbeing was evident, with both groups reporting under 50% confidence. It is suggested that greater awareness of staff support structures, wellbeing initiatives and support schemes (such as the EAP) should be promoted in the 2025-26 academic year.

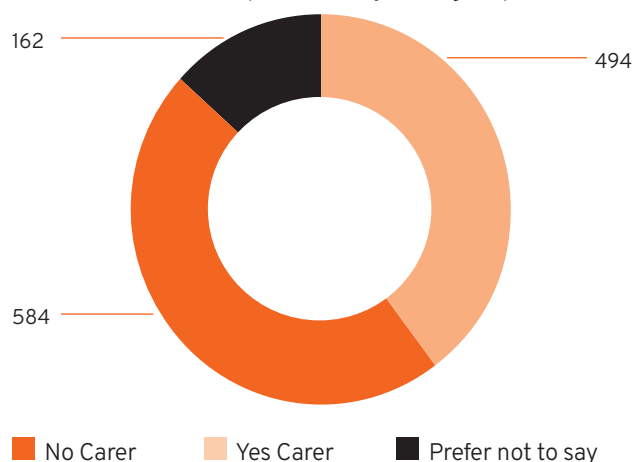
Chart 10.7: Health and wellbeing positive responses by sex



## Staff Survey 24-25 EDI analysis (caring responsibilities)

This analysis breaks down the responses to the staff survey by Caring Responsibility. Staff responded Yes / No / Prefer Not To Say to the question: “Do you have caring responsibilities for a child /children / another adult”? Overall, responses were balanced between those with caring responsibilities and those without, although a considerable proportion of respondents selected ‘Prefer Not to Say.’ Staff with caring responsibilities are significantly less likely to work in an area such as Commercial Services; this is something that may be worth exploring by the CES EDI Committee and could potentially be linked to the flexibility needed for childcare against shift work patterns.

**Chart 11.1: Overall respondents by caring responsibilities**

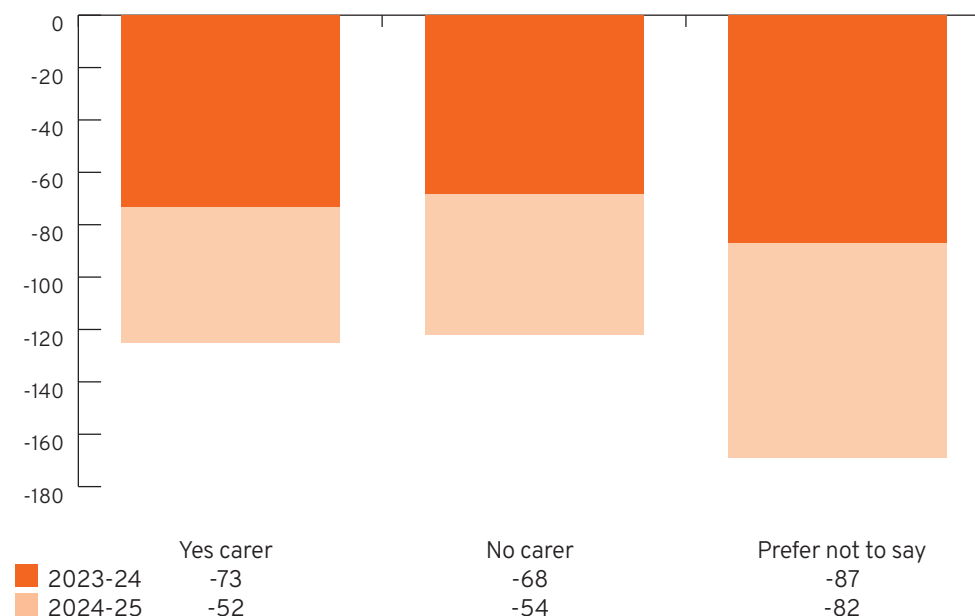


Staff with caring responsibilities are significantly more likely to be based within Professional Services or Academic staff. Operational or Front-Line Staff are proportionally significantly less likely to have caring responsibilities, and this could again potentially be linked to the need for greater flexibility for childcare responsibilities than available to front line or operational staff, particularly in relation to hybrid or flexible working arrangements. Carers are more likely to be on part-time contracts (both ongoing and fixed term) than non-carers, again likely due to the need for flexible working arrangements. There is little variation between campus base for carers and non-carers, with the majority of staff more likely to be based at Canterbury. Carers are more likely to be line managers, and this could potentially be linked to age and career experience.

A significant proportion of carers are actively involved in academic research as part of their role. Carers are marginally more likely to be actively looking to leave the employment of Kent than non-carers; however more respondents with caring responsibilities are not actively looking to leave Kent. This could be a positive endorsement of the family friendly policies and flexible / hybrid working options that are available at Kent.

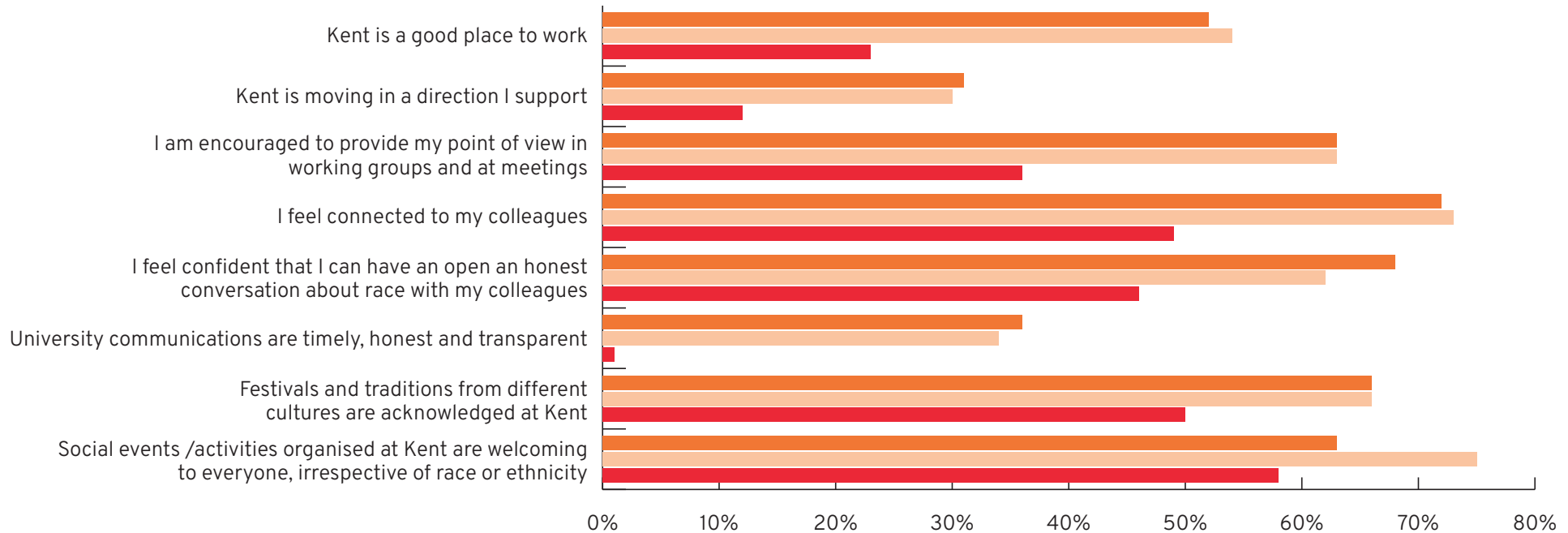
There is a significantly higher increase in satisfaction for carers (+21) than non-carers (+14) since the 2023-24 all-staff survey. Staff who refused to declare caring status have a significantly lower satisfaction rate than other staff groups. Whilst there has been a positive increase across all categories, overall staff satisfaction remains low.

**Chart 11.2: Net promoter score by caring responsibilities**



Staff with caring responsibilities are less likely to find social events and activities inclusive; this may be due to the timing of events clashing with caring responsibilities or challenges in accessing locations. All respondents were broadly positive about the variety of festivals and traditions that are celebrated at Kent and felt connected to colleagues. Respondents were less positive in relation to university communications and the overall strategic direction of Kent. Staff with caring responsibilities were also marginally less satisfied than staff without that Kent was a good place to work.

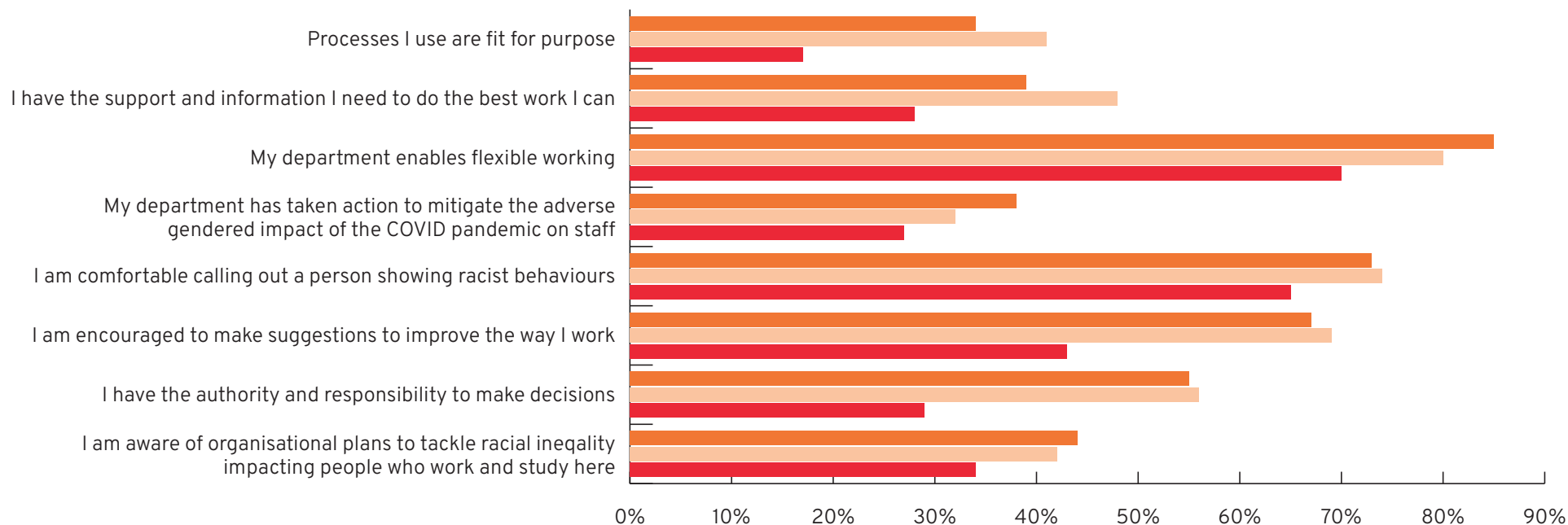
Chart 11.3: Engaging and listening positive responses by caring responsibilities



	Kent is a good place to work	Kent is moving in a direction I support	I am encouraged to provide my point of view in working groups and at meetings	I feel connected to my colleagues	I feel confident that I can have an open and honest conversation about race with my colleagues	University communications are timely, honest and transparent	Festivals and traditions from different cultures are acknowledged at Kent	Social events / activities organised at Kent are welcoming to everyone, irrespective of race or ethnicity
Caring responsibility	52%	31%	63%	72%	68%	36%	66%	63%
No caring responsibility	54%	30%	63%	73%	62%	34%	66%	75%
Prefer not to say	23%	12%	36%	49%	46%	1%	50%	58%

Encouragingly, staff with caring responsibilities responded very positively (and more positively than staff without caring responsibilities) to the question with regards to departmental flexible working arrangements. This may be an indicator that flexible working policies are effective where they are being used and that departments are adhering to staff policy and process in this area. Staff with and without caring responsibilities did not view University processes as fit for purpose, with less than 35% of staff with caring responsibilities satisfied with processes.

Chart 11.4: How we work positive responses by caring responsibilities

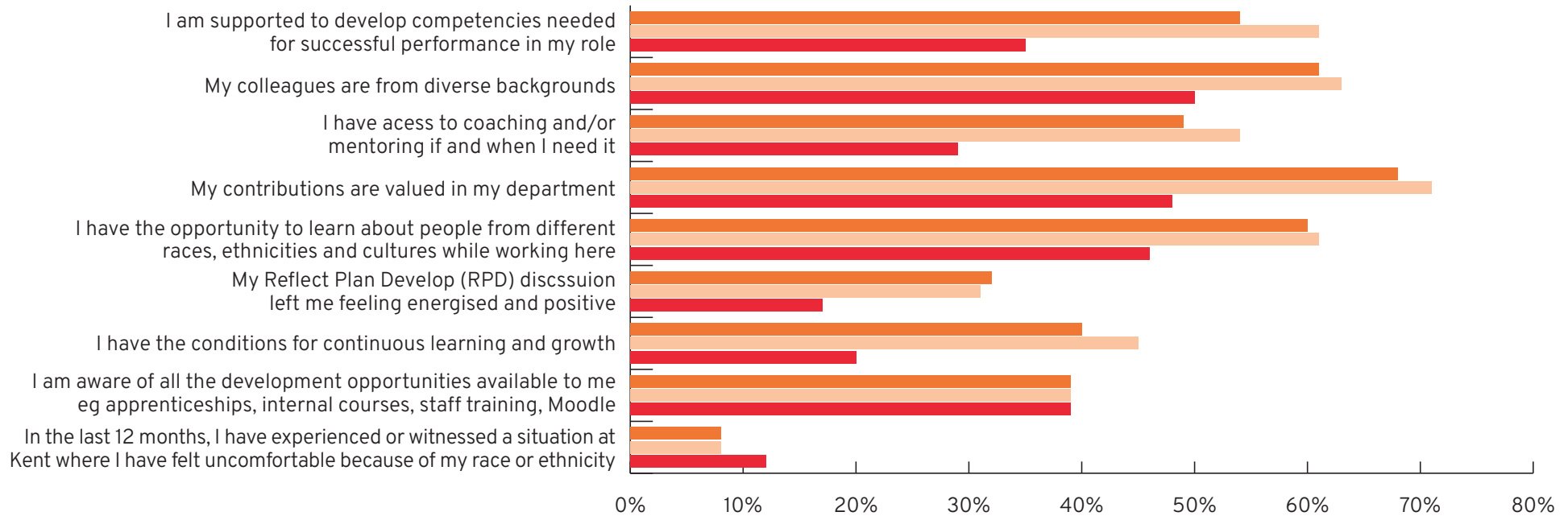


	Processes I use are fit for purpose	I have the support and information I need to do the best work I can	My department enables flexible working	My department has taken action to mitigate the adverse gendered impact of the COVID pandemic on staff	I am comfortable calling out a person showing racist behaviours	I am encouraged to make suggestions to improve the way I work	I have the authority and responsibility to make decisions	I am aware of organisational plans to tackle racial inequality impacting people who work and study here
Caring responsibility	34%	39%	85%	38%	73%	67%	55%	44%
No caring responsibility	41%	48%	80%	32%	74%	69%	56%	42%
Prefer not to say	17%	28%	70%	27%	65%	43%	29%	34%

Staff with caring responsibilities are generally as likely or less likely than staff without to be aware of developmental opportunities across the institution, including in relation to coaching and continuous learning and growth. Line manager guidance to ensure support of staff with caring responsibilities may need to be considered to ensure that line managers are able to tailor their approach and access to continuous development for staff with caring responsibilities.



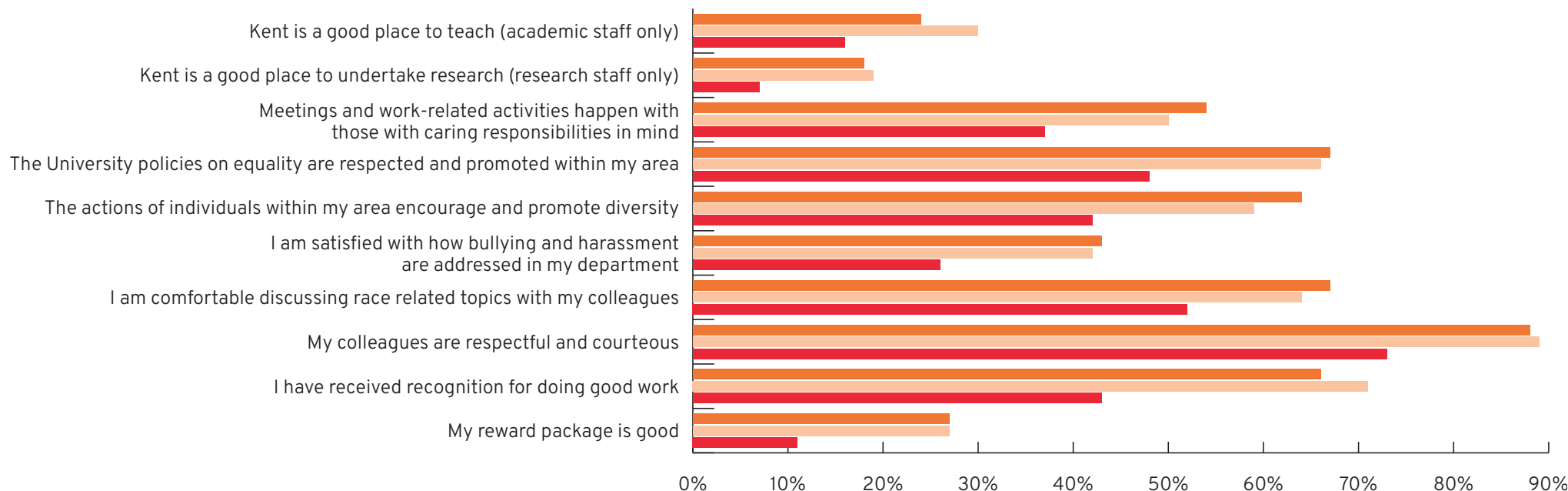
Chart 11.5: Growing diverse talent positive responses by caring responsibilities



	I am supported to develop competencies needed for successful performance in my role	My colleagues are from diverse backgrounds	I have access to coaching and/or mentoring if and when I need it	My contributions are valued in my department	I have the opportunity to learn about people from different races, ethnicities and cultures while working here	My Reflect Plan Develop (RPD) discussion left me feeling energised and positive	I have the conditions for continuous learning and growth	I am aware of all the development opportunities available to me e.g. apprenticeships, internal courses, staff training, Moodle	In the last 12 months, I have experienced or witnessed a situation at Kent where I have felt uncomfortable because of my race or ethnicity
Caring responsibility	54%	61%	49%	68%	60%	32%	40%	39%	8%
No caring responsibility	61%	63%	54%	71%	61%	31%	45%	39%	8%
Prefer not to Say	35%	50%	29%	48%	46%	17%	20%	39%	12%

Encouragingly, staff with caring responsibilities are more likely than those without to be satisfied with the arrangements for meetings and work-related activities. This could be a reflection of Kent's approach to hybrid meetings and flexible working policies. Satisfaction for academic staff on teaching and research contracts remains low, with staff with caring responsibilities being even less satisfied than those without across both categories.

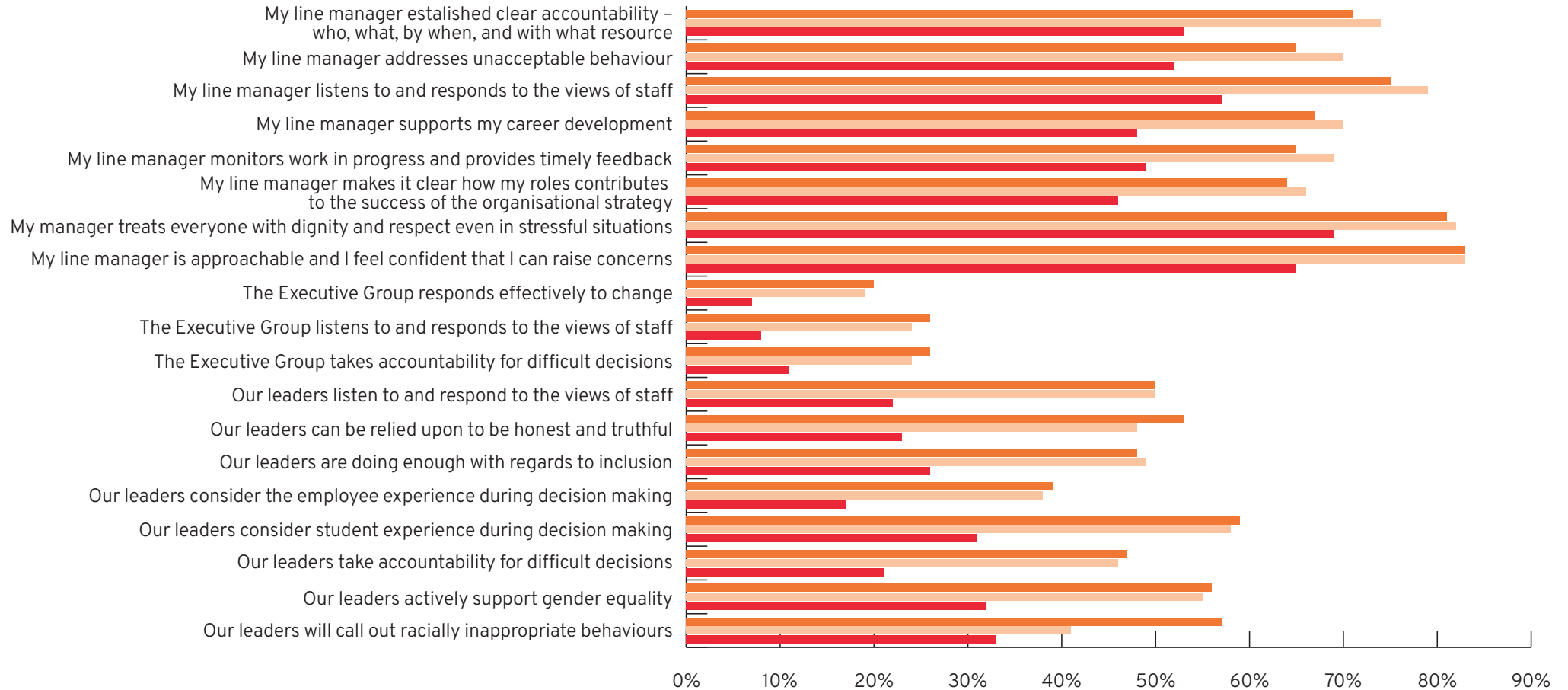
Chart 11.6: Our employee experience positive responses by caring responsibilities



	Kent is a good place to teach (academic staff only)	Kent is a good place to undertake research (research staff only)	Meetings and work-related activities happen with those with caring responsibilities in mind	The University policies on equality are respected and promoted within my area	The actions of individuals within my area encourage and promote diversity	I am satisfied with how bullying and harassment are addressed in my department	I am comfortable discussing race related topics with my colleagues	My colleagues are respectful and courteous	I have received recognition for doing good work	My reward package is good
Caring responsibility	24%	18%	54%	67%	64%	43%	67%	88%	66%	27%
No caring responsibility	30%	19%	50%	66%	59%	42%	64%	89%	71%	27%
Prefer not to Say	16%	7%	37%	48%	42%	26%	52%	73%	43%	11%

Staff with caring responsibilities show generally greater levels of confidence in the University Leadership and Executive Group (although confidence in EG remains low for all staff) than staff without, but lower levels of confidence in their line manager. Encouragingly, all staff reported high levels of confidence in the ability of line managers to treat everyone with respect and dignity and be approachable. As before, further work to support line managers to better support staff with caring responsibilities may be needed here.

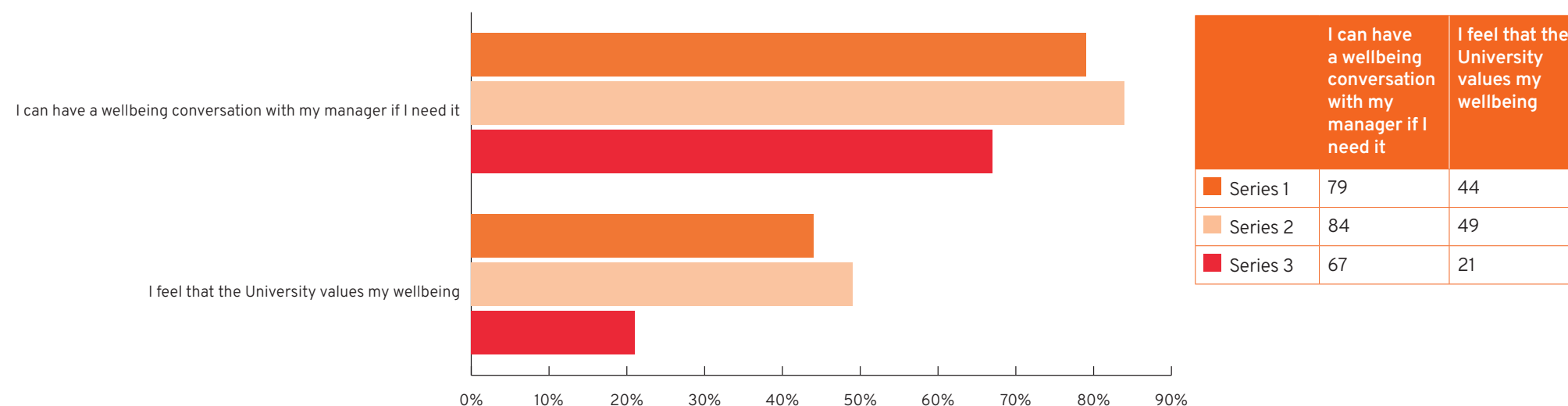
**Chart 11.7: How we lead and manage positive responses by caring responsibilities**



	My line manager established clear accountability - who, what, by when, and with what resource	My line manager addresses unacceptable behaviour	My line manager listens to and responds to the views of staff	My line manager supports my career development	My line manager monitors work in progress and provides timely feedback	My line manager makes it clear how my roles contributes to the success of the organisational strategy	My manager treats everyone with dignity and respect even in stressful situations	My line manager is approachable and I feel confident that I can raise concerns	The Executive Group responds effectively to change	The Executive Group listens to and responds to the views of staff	The Executive Group takes accountability for difficult decisions	Our leaders listen to and respond to the views of staff	Our leaders can be relied upon to be honest and truthful	Our leaders are doing enough with regards to inclusion	Our leaders consider the employee experience during decision making	Our leaders consider student experience during decision making	Our leaders take accountability for difficult decisions	Our leaders actively support gender equality	Our leaders will call out racially inappropriate behaviours
Caring responsibility	71%	65%	75%	67%	65%	64%	81%	83%	20%	26%	26%	50%	53%	48%	39%	59%	47%	56%	57%
No caring responsibility	74%	70%	79%	70%	69%	66%	82%	83%	19%	24%	24%	50%	48%	49%	38%	58%	46%	55%	41%
Prefer not to Say	53%	52%	57%	48%	49%	46%	69%	65%	7%	8%	11%	22%	23%	26%	17%	31%	21%	32%	33%

All staff reported high levels of confidence in their ability to have a wellbeing conversation with their line manager if required. Staff with caring responsibilities reported lower levels of satisfaction than staff without in how the University valued their wellbeing.

Chart 11.8: Health and wellbeing positive responses by caring responsibilities







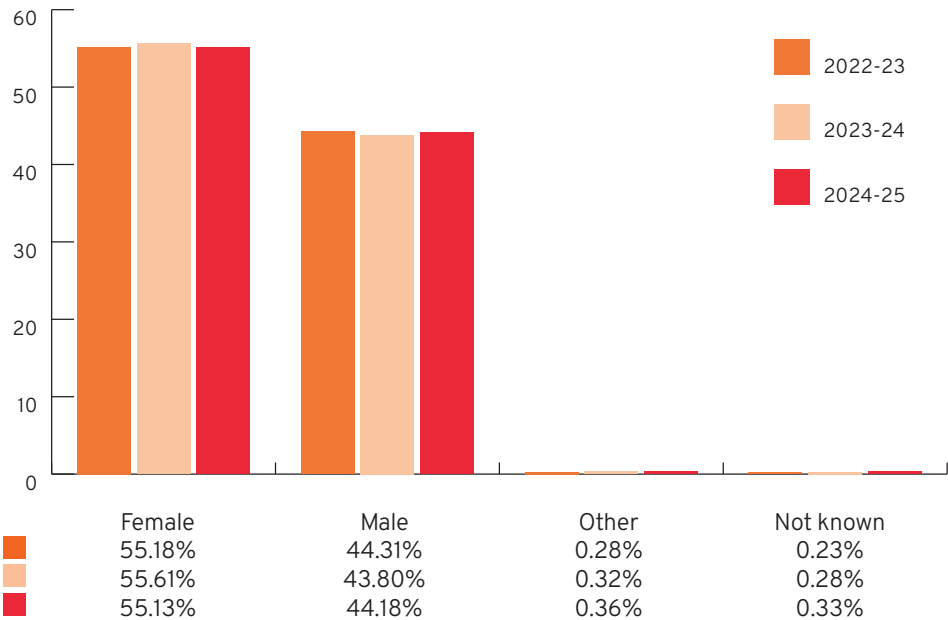
# Student overview

This section presents equality and diversity information for the academic year 2023-24 for students at the University of Kent. For the academic year 2023-24 the University had a student headcount of 16,608 at year end. This represents a decrease of 1,677 on the previous year's headcount. There are changes to groupings that impact Age on Entry, Disability Type, Ethnic Group and Sexual Orientation Group. The groupings used now match the Office for Student categorisations used in the institutional performance metrics for the B3 student outcomes and APP metrics, however, are not aligned with Advance HE groupings which mirror HESA categories. This will make like-for-like comparison against the sector challenging, although overall trends can be identified. No national sector comparison data is available for the 2023-24 report due to a delay in Advance HE receiving the HESA 2022-23 student record. Advance HE have committed to launching new interactive student data dashboards in 2025.

## Student balance by sex

The balance between male and female students at Kent has remained relatively static for the last three years, although the proportion of students who identify beyond gender binaries is increasing on an annual basis.

Chart 12.1: Student balance by sex



## Student balance by ethnicity

Kent has seen a steady and continuous increase in racially minoritised student numbers, particularly in relation to Black student numbers in recent years. Work highlighted within the report around Student Success, the Race Equality Charter, Living Black and the Centre for Study for Higher Education continues to support and enhance the experience of racially minoritised students. Conversely, non-UK racially minoritised student numbers have fallen year on year, although this could be due to the increase in student numbers with unknown ethnicity. APP racially minoritised student numbers have seen a positive increase since 2022 in line with WP and APP targets. Care Leavers are almost twice as likely to be from racially minoritised backgrounds compared to white backgrounds, signifying a need for considered support interventions that are culturally competent and aware of the differing needs of each group.

Chart 13.1: BAME group (UK) 2022-25

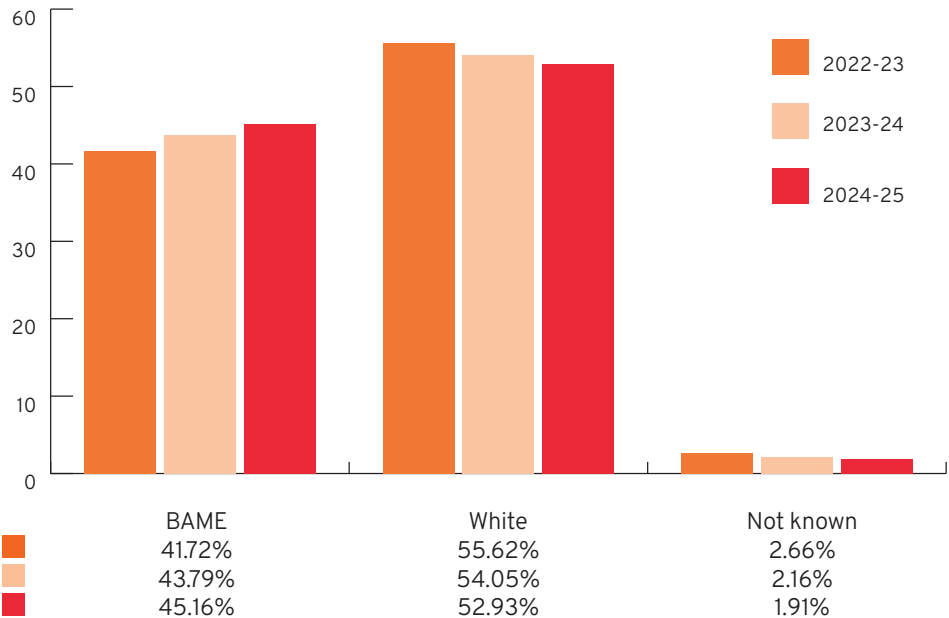


Chart 13.2: Student ethnic group (UK) 2022-25

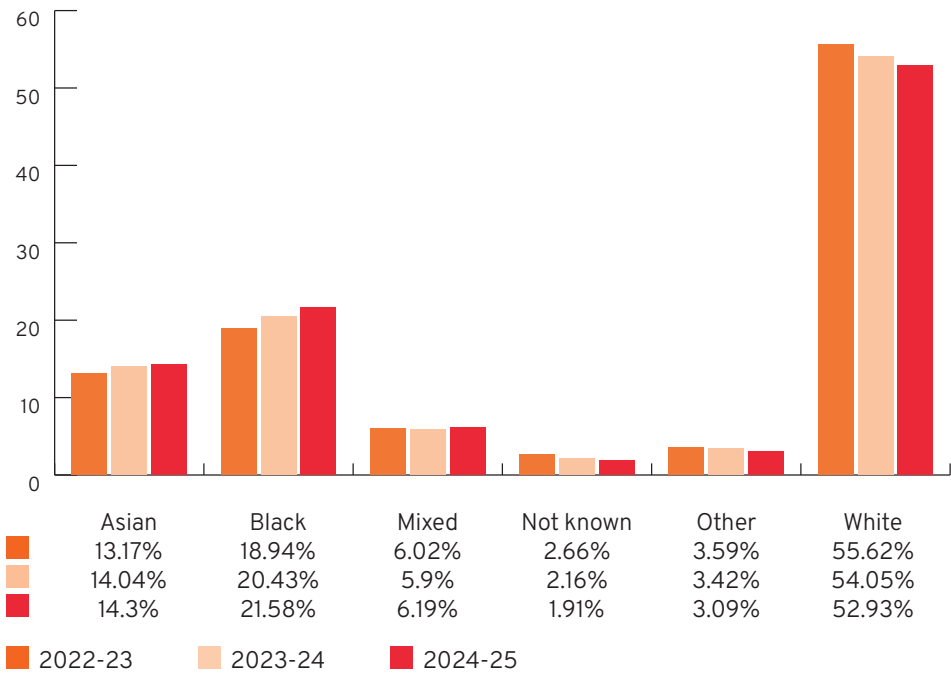


Chart 13.3: Student ethnic group (Non-UK) 2022-25

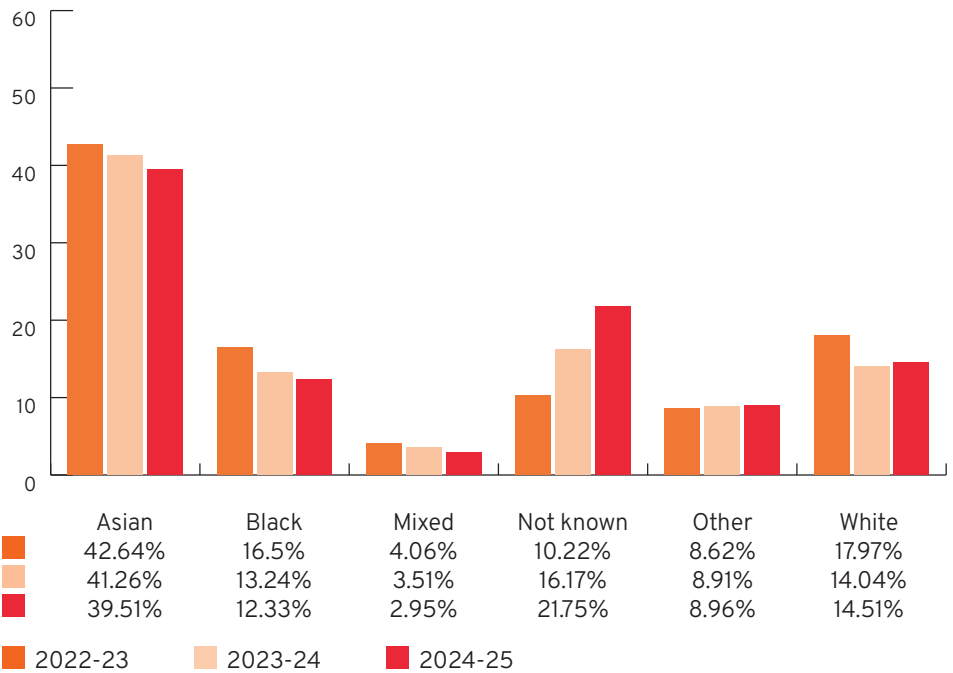


Chart 13.4: BAME group by access and participation plan status 2022-25

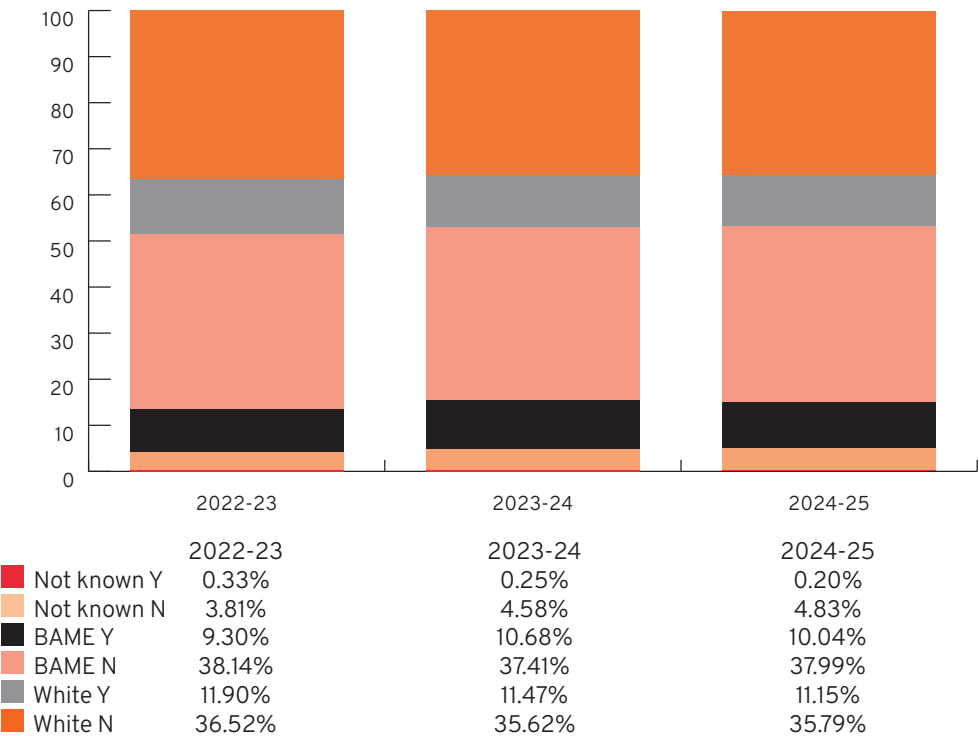
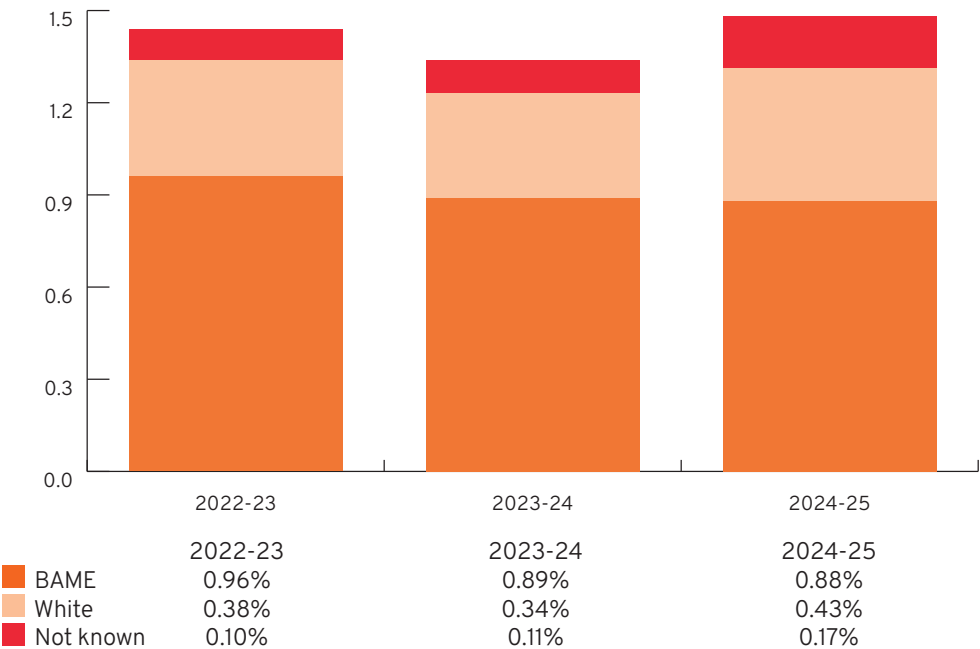


Chart 13.5: Care leaver by BAME group 2022-25









Student balance by disability

Overall Qlikview student numbers declaring a disability have decreased year on year since 2022, particularly in relation to mental health conditions and cognitive disabilities. However, this could be due to the change in data categories, change in census point and the drop in student numbers. Student Support and Wellbeing year-end data (which represents actual figures of students seeking help and support) demonstrate far higher numbers, particularly in relation to Mental Health conditions and cognitive or learning difficulties.

Chart 14.1: Student balance by disability 2022-25 (Qlikview)

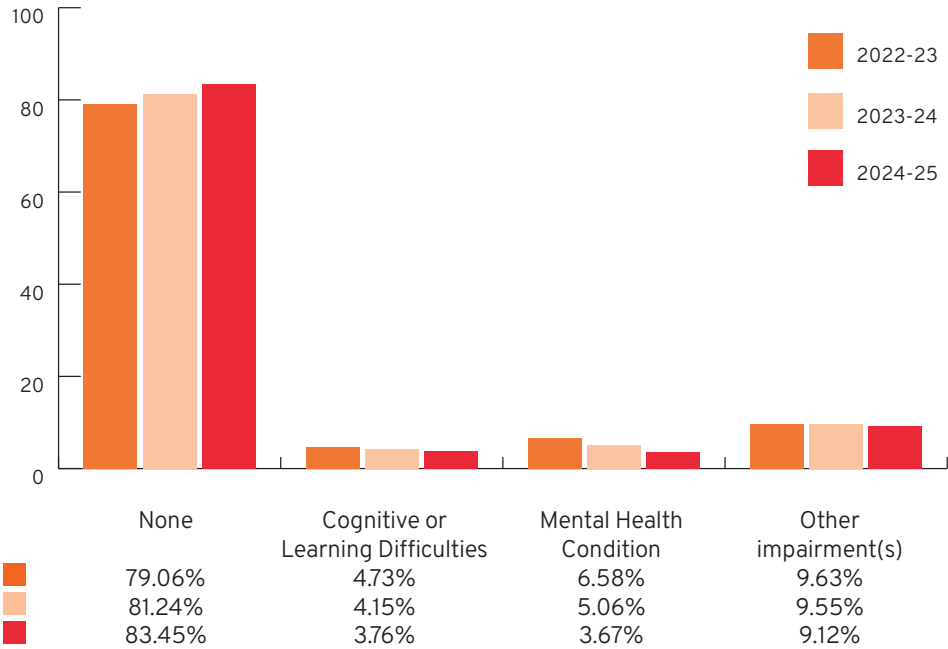
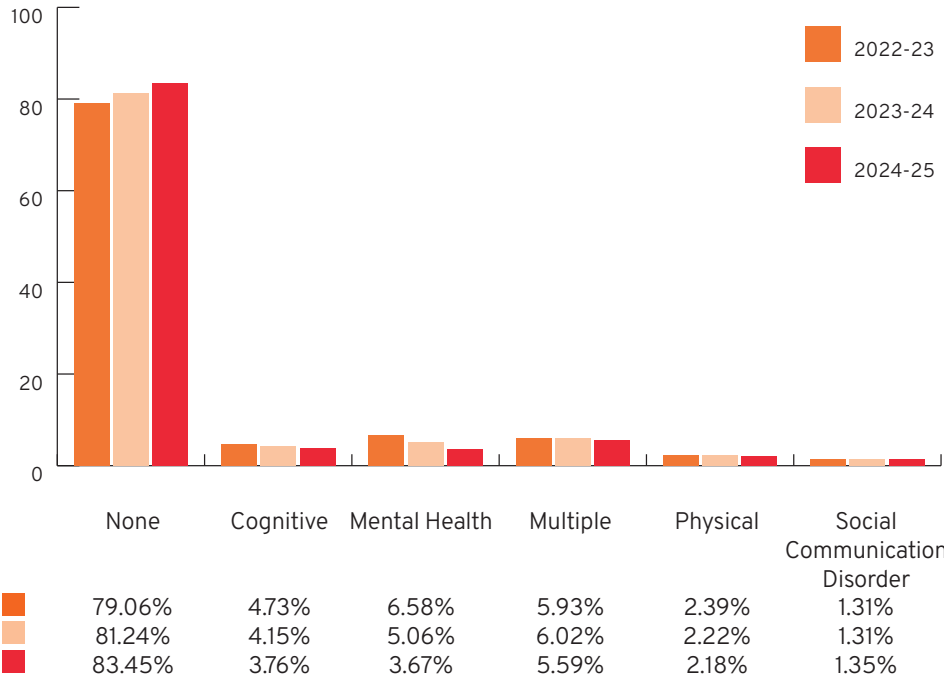
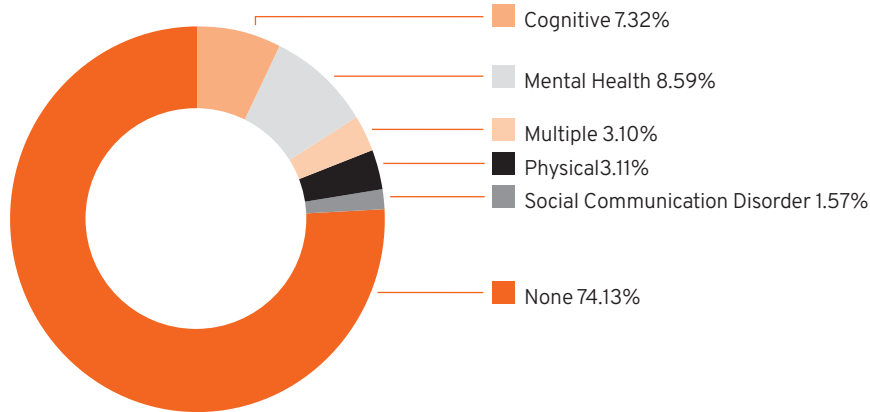


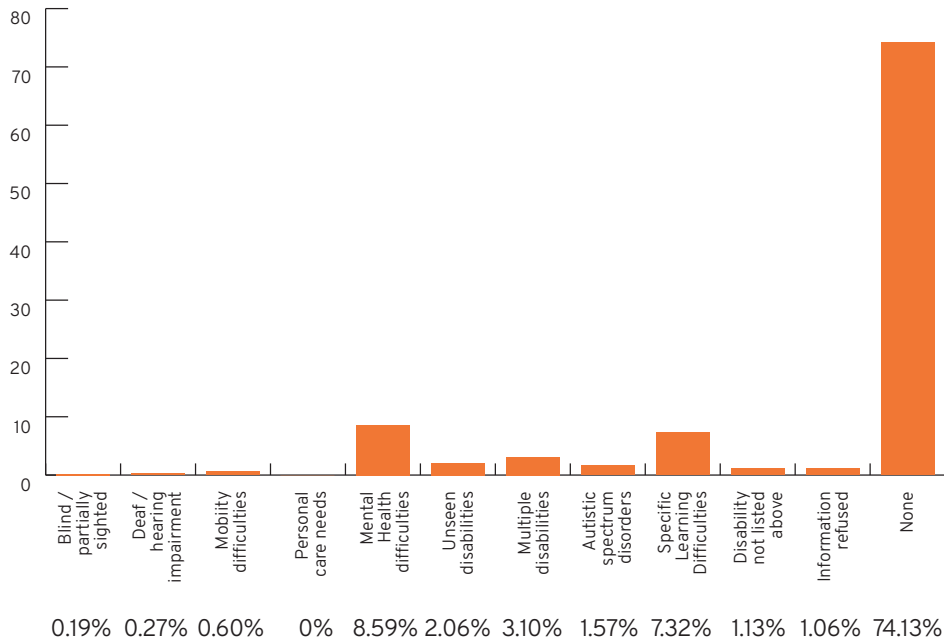
Chart 14.2: Student disability type 2022-25 (Qlikview)



**Chart 14.3: Student Support and Wellbeing year end 2024 disability group**



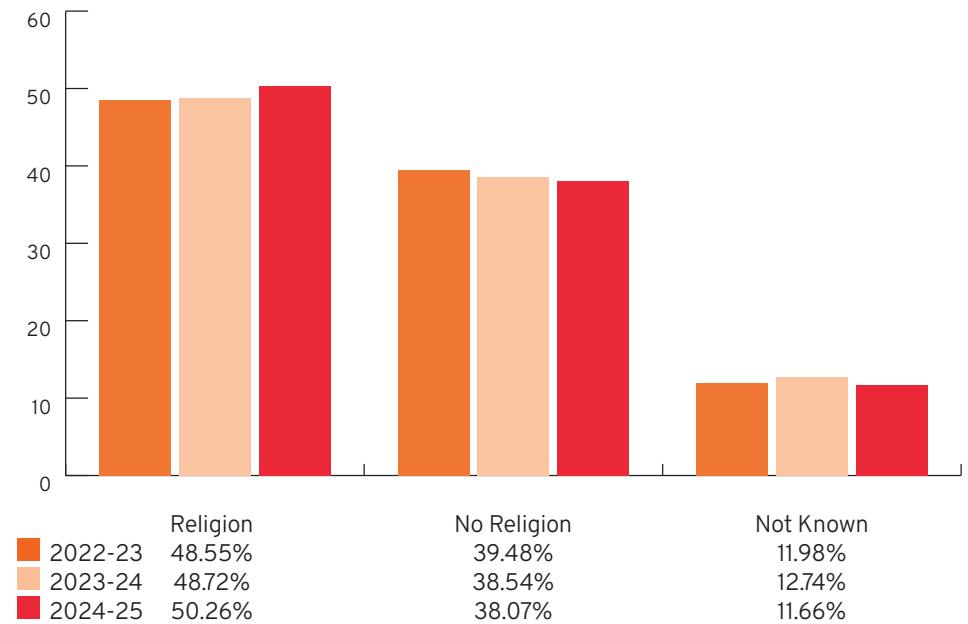
**Chart 14.4: Student Support and Wellbeing year end 2024 disability type**



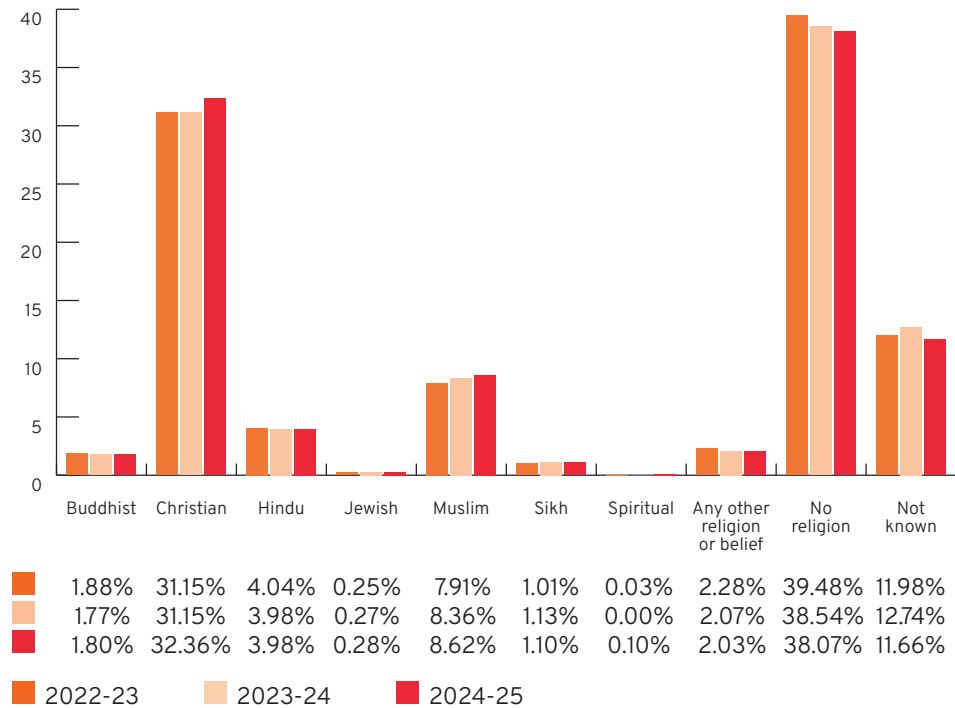
### Student balance by religion and belief

Kent continues to attract high proportions of students declaring a religion or belief, with the highest proportion declaring a Christian faith. This may be linked to the high racially minoritised student numbers. Religious observance plays an important factor towards a students' sense of belonging and inclusion. Black Christian Faith Churches operate on campus, many of them outside of the remit of the Chaplaincy and attract high proportions of Black and racially minoritised students. Kent also attracts a high proportion of Muslim students. The Religious Observance procedures seeks to ensure that students can observe their faith in harmony with their academic commitments. The interface between religion, faith and academic freedom of speech will need careful consideration under the Academic Freedom of Speech and Freedom of Expression Code of Conduct.

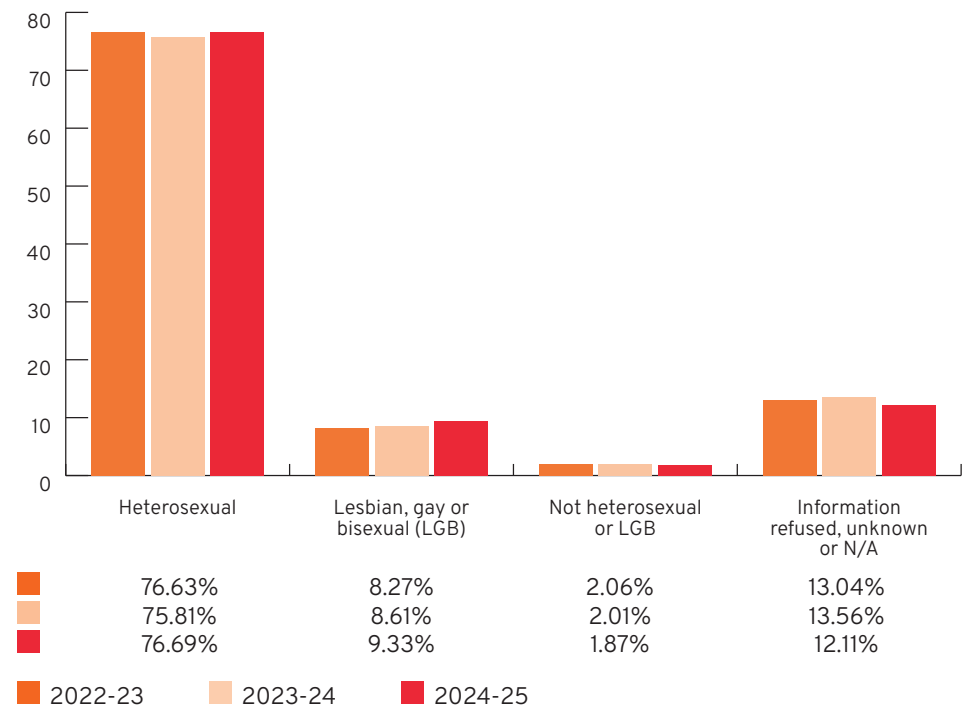
**Chart 15.1: Student religion 2022-25**





**Chart 15.2: Student religion by type 2022-25****Student balance by sexual orientation**

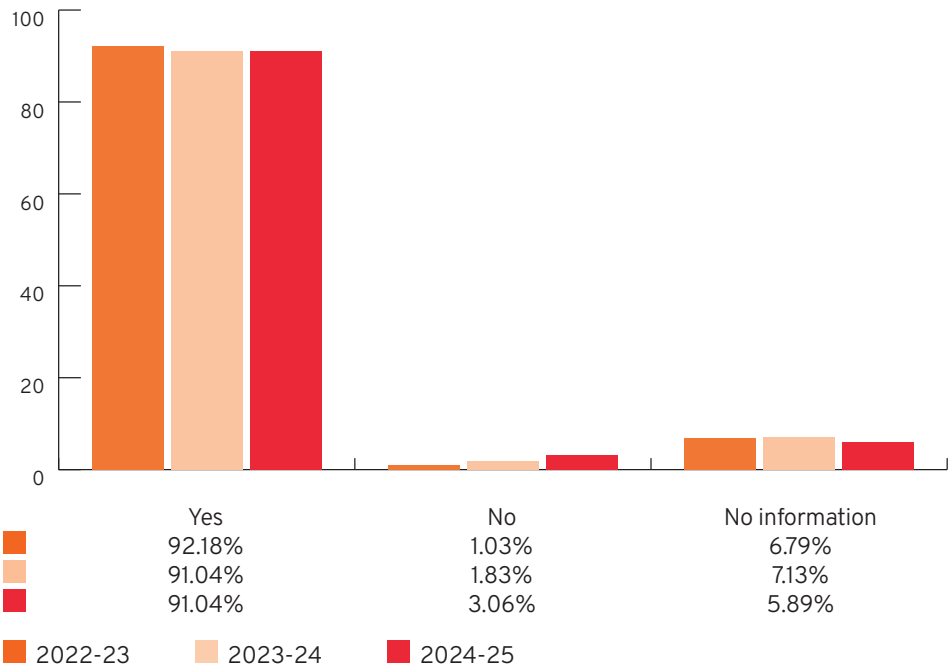
The proportion of students identifying as LGBTQIA continues to rise annually, although the proportion of students not willing to declare remains high. The development of the LGBTQIA student facing webpages and the LGBT Student Voice Project may help to encourage students that Kent is a safe place to declare their sexual orientation and that this information will remain confidential. Anecdotal evidence from LGBT History Month planning meetings also suggests that students entering University directly from the UK school education system may still be concerned about being the subject of data pool requests by parents or guardians, and more work to assure students that this cannot take place may help decrease the proportion of students who are unwilling to disclose sexuality or gender identity information.

**Chart 16.1: Student balance by sexual orientation 2022-25**



Student balance by gender identity

Chart 17.1: Student balance by gender identity. Response to the question 'Is the gender you identify with the same as your sex registered at birth'



Student balance by age

Kent has seen a steady decline in mature student numbers over recent years, with the largest drop within the 21-25 age bracket. This may suggest that there is a challenge in recruitment and retention of postgraduate students, both new to Kent and those progressing from UG to PG study. Both Athena SWAN and REC have identified barriers for racially minoritised and female students in progressing and accessing PG study, with actions identified to mitigate.

Chart 18.1: Student balance by age young / mature 2022-25

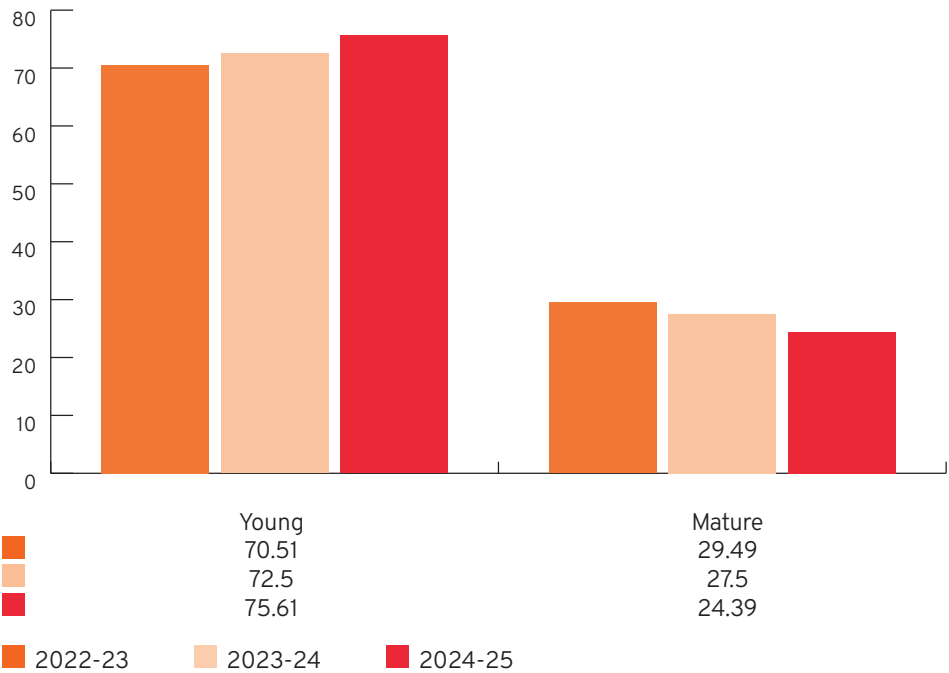
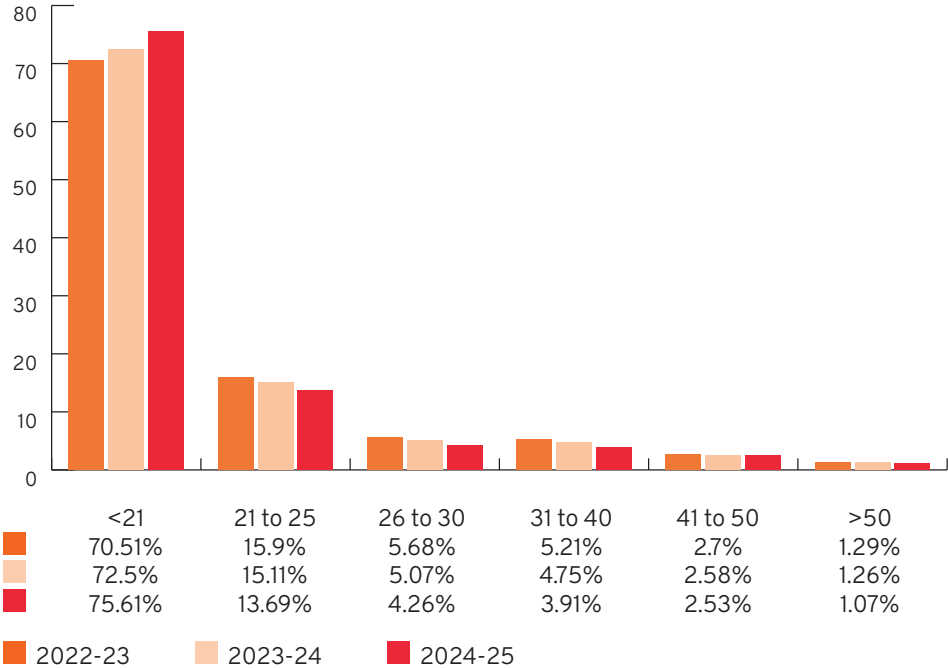


Chart 18.2 Student age band on entry 2022-25



# APPENDIX 2 – LOOKING AHEAD – OUR CONTINUED COMMITMENT TO INCLUSION

---

## Strategic delivery plan 2025-26

The EDI Strategy covers the period from 2025-2030 and highlights our EDI Vision, Values, Strategic Principles and Strategic Priorities.

It is underpinned by an annual EDI Action Plan monitored by the EDI Operations Group to identify and measure success against clear priorities.

Both documents can be found on the [EDI Hub](#).







# Who can I talk to about changing course?

## Ask Nerus.

Career advisor  
Academic advisor  
Tutor  
Student support  
Financial aid  
Disability services  
International student support  
Student union





